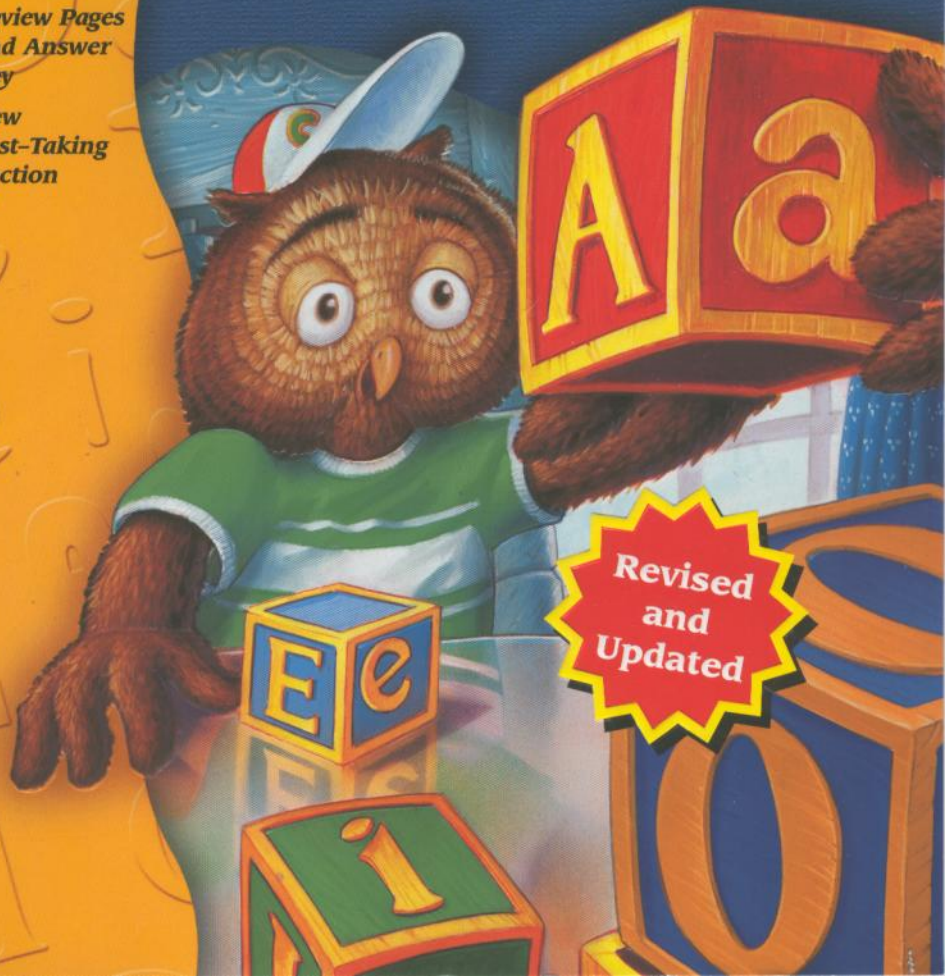


# THE COMPLETE BOOK OF PHONICS

- *Step-by-Step Lessons*
- *Review Pages and Answer Key*
- *New Test-Taking Section*







# THE COMPLETE BOOK OF PHONICS



**McGraw-Hill  
Children's Publishing**

A Division of The McGraw-Hill Companies



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# Table of Contents

**To Parents:** The McGraw-Hill Children's Publishing Phonics series emphasizes the key phonics skills that children need to know as they learn to become independent readers. Lessons involve children in the process of reading, writing, listening, and speaking. Children learn to recognize frequently occurring initial and final consonant sounds, and they are introduced to initial and medial short vowel sounds. Creative activities guide children in the blending of sounds and in exploring familiar sound patterns. Additional literature and helpful suggestions further enhance and cultivate children's appreciation of reading.

## Phonics Grade K

Sound/Letter Relationship: Beginning Consonant Bb	9
Sound/Letter Relationship: Beginning Consonant Cc	10
Sound/Letter Relationship: Beginning Consonant Tt	11
Sound/Letter Relationship: Beginning Consonant Nn	12
Sound/Letter Relationship: Beginning Consonant Pp	13
<b>Review</b> Beginning Consonants Bb, Cc, Tt, Nn, Pp	14
<b>Review</b> Beginning Consonants Bb, Cc, Tt, Nn, Pp	15
Sound/Letter Relationship: Ending Consonants Bb, Tt, Nn, Pp	16
Rhyming Words	17
Short Vowel a	18
Short Vowel a	19
Short Vowel i	20
Short Vowel i	21
<b>Review</b> Short Vowels a and i	22
Sound/Letter Relationship: Beginning Consonant Hh	23
Sound/Letter Relationship: Beginning Consonant Dd	24
Sound/Letter Relationship: Beginning Consonant Rr	25
Sound/Letter Relationship: Beginning Consonant Ff	26
Sound/Letter Relationship: Beginning Consonant Gg	27
Sound/Letter Relationship: Beginning Consonant Mm	28
<b>Review</b> Beginning Consonants Hh, Dd, Rr, Ff, Gg, Mm	29
<b>Review</b> Beginning Consonants Hh, Dd, Rr, Ff, Gg, Mm	30
Sound/Letter Relationship: Ending Consonants Dd, Gg, Mm	31
Short Vowel o	32
Short Vowel o	33
Short Vowel u	34
Short Vowel u	35
Short Vowel e	36
Short Vowel e	37

<b>Review</b> Short Vowels o, u, e	38
Rhyming Words	39
Sound Pattern -at	40
Sound Pattern -at	41
Sound Pattern -in	42
Sound Pattern -in	43
Sound Pattern -ot	44
Sound Pattern -ot	45
<b>Review</b> Sound Patterns -at, -in, -ot	46
<b>Review</b> Sound Patterns -at, -in, -ot	47
Sound Pattern -ug	48
Sound Pattern -ug	49
Sound Pattern -en	50
Sound Pattern -en	51
<b>Review</b> Sound Patterns -ug, -en	52
<b>Review</b> Sound Patterns -at, -in, -ot, -ug, -en	53
<b>Review</b> Sound Patterns -at, -in, -ot, -ug, -en	54
ABC Order	55
abc Order	56
Matching Upper and Lower Case Letters	57-58
Discrimination of a, b, d	59
Writing Upper Case Letters	60
Writing Lower Case Letters	61
<b>Review</b>	62
Beginning Consonant Sounds B, C, D	63
Beginning Consonant Sounds F, G, H	64
Beginning Consonant Sounds J, K, L	65
Beginning Consonant Sounds M, N, P	66
Beginning Consonant Sounds Q, R, S	67
Beginning Consonant Sounds T, V, W	68
Beginning Consonant Sounds X, Y, Z	69
<b>Review</b>	70
Beginning Short-Vowel Sounds: A	71
Beginning Short-Vowel Sounds: E	72
Beginning Short-Vowel Sounds: I	73
Beginning Short-Vowel Sounds: O	74
Beginning Short-Vowel Sounds: U	75
Middle Sounds With Short Vowels	76-77
<b>Review</b>	78
Words With Short Vowel A	79
Words With Short Vowel E	80



Words With Short Vowel I	81
Words With Short Vowel O	82
Words With Short Vowel U	83
<b>Review</b>	84
Opposites	85
What Belongs?	86
What Comes Before?	87
What Comes After?	88
Story Order	89
Story Sense	90
<b>Review</b>	91-92
Rhyming	93-94
Beginning Sounds	95-99
<b>Review</b>	100
Words with a	101
Words with e	102
Words with i	103
Words with o	104
Words with u	105
Middle Sounds	106-107
<b>Review</b>	108
Ending Sounds	109-110
Word Families	111-113
<b>Review</b>	114

## Phonics Grade 1

Sound/Letter Relationship: Beginning Consonant Ff	115
Sound/Letter Relationship: Beginning Consonant Mm	116
Sound/Letter Relationship: Beginning Consonant Ss	117
Sound/Letter Relationship: Beginning Consonant Ll	118
Sound/Letter Relationship: Beginning Consonant Nn	119
Sound/Letter Relationship: Beginning Consonant Vv	120
Sound/Letter Relationship: Beginning Consonant Bb	121
Sound/Letter Relationship: Beginning Consonant Cc	122
Sound/Letter Relationship: Beginning Consonant Pp	123
Sound/Letter Relationship: Beginning Consonant Tt	124
Sound/Letter Relationship: Beginning Consonant Gg	125
<b>Review</b> Beginning Consonants	126
Short Vowel a	127
Short Vowel i	128

Sound/Letter Relationship: Beginning Consonant Rr	129
Sound/Letter Relationship: Beginning Consonant Kk	130
Sound/Letter Relationship: Beginning Consonant Jj	131
Sound/Letter Relationship: Beginning Consonant Ww	132
Sound/Letter Relationship: Beginning Consonant Hh	133
Sound/Letter Relationship: Beginning Consonant Dd	134
Sound/Letter Relationship: Beginning Consonant Yy	135
Sound/Letter Relationship: Beginning Sounds Qu/qu	136
Sound/Letter Relationship: Beginning Consonant Zz	137
Sound/Letter Relationship: Ending Consonant x	138
<b>Review</b> Beginning Consonants	139
Ending Consonants	140
Consonant Blends	141
Short Vowel o	142
Short Vowel u	143
Short Vowel e	144
Sound Pattern -an	145
Sound Pattern -it	146
Sound Pattern -og	147
Sound Pattern -ub	148
Sound Pattern -et	149
Long Vowel a	150
Long Vowel a	151
Long Vowel i	152
Long Vowel i	153
Long Vowel o	154
Long Vowel o	155
Long Vowel u	156
Long Vowel u	157
Long Vowel e	158
Long Vowel e	159
<b>Review</b> Short and Long Vowels	160
ABC Order	161
abc Order	162
Beginning Consonants B, C, D, F	163
Beginning Consonants G, H, J, K	164
Beginning Consonants L, M, N, P	165
Beginning Consonants Q, R, S, T	166
Beginning Consonants V, W, X, Y, Z	167
<b>Review</b>	168
Ending Consonants b, d, f	169



Ending Consonants g, m, n	170
Ending Consonants k, l, p	171
Ending Consonants r, s, t, x	172
Beginning and Ending Sounds Discrimination	173-175
<b>Review</b>	176
Short Vowel Sounds	177
Long Vowel Sounds	178
Discrimination of Short and Long A	179
Discrimination of Short and Long E	180
Discrimination of Short and Long I	181
Discrimination of Short and Long O	182
Discrimination of Short and Long U	183
<b>Review</b>	184
ABC Order	185-186
The Super E	187
Compound Words	188
Synonyms	189
Antonyms	190
Homonyms	191
<b>Review</b>	192
Nouns are Naming Words	193-194
More Than One	195-196
Verbs are Action Words	197-198
Is and Are are Special Words	199
<b>Review</b>	200
Words That Describe	201-203
Capital Letters	204-207
<b>Review</b>	208
Telling Sentences	209-211
Asking Sentences	212-214
Periods and Question Marks	215
<b>Review</b>	216
Word Order	217-218
Word Order and Sentence Meaning	219
I Can Write Sentences	220-221
<b>Review</b>	222
Enrichment Preview	223-230

## Phonics Grade 2

Beginning Consonants	231
Beginning Consonants	232
Ending Consonants	233
Middle Consonants	234
Beginning, Middle, and Ending Consonants	235
Short Vowels	236
Short Vowels	237
Short Vowels	238
A Plan for Reading	239
<b>Review</b> Consonants and Short Vowels	240
<b>Review</b> Consonants and Short Vowels	241
Exploring Rhyming Words	242
Rhyming Words	243
Long Vowels	244
Long Vowels	245
Long Vowel a	246
Long Vowel i	247
Long Vowel u	248
Long Vowel o	249
Long Vowel o	250
Long Vowel e	251
Exploring Short and Long Vowels	252
A Plan for Reading	253
Long Vowels	254
A Plan for Reading	255
<b>Review</b> Long Vowels	256
<b>Review</b> Short and Long Vowels	257
Final y as a vowel	258
Final y as a vowel	259
Hard and soft c	260
Hard and soft g	261
S Blends	262
S Blends	263
L Blends	264
L Blends	265
R Blends	266
R Blends	267
Exploring Consonant Blends	268
Review Consonant Blends	269

Beginning Consonant Digraphs	270
Beginning Consonant Digraphs	271
Final Consonant Digraphs	272
A Plan for Reading	273
<b>Review</b> Consonant Digraphs	274
<b>Review</b> Your Plans for Reading	275
Use Your Plans for Reading	276

## Test Preparation Guide

Test-Taking Tips	277–278
Test-Taking Practice: <b>Grade K</b>	279–286
Test-Taking Practice: <b>Grade 1</b>	287–294
Test-Taking Practice: <b>Grade 2</b>	295–302
Answer Key: <b>Grade K</b>	303
Answer Key: <b>Grade 1</b>	304
Answer Key: <b>Grade 2</b>	305

## Phonics Answer Key

Answer Key: <b>Grade K</b>	307–325
Answer Key: <b>Grade 1</b>	325–344
Answer Key: <b>Grade 2</b>	344–352





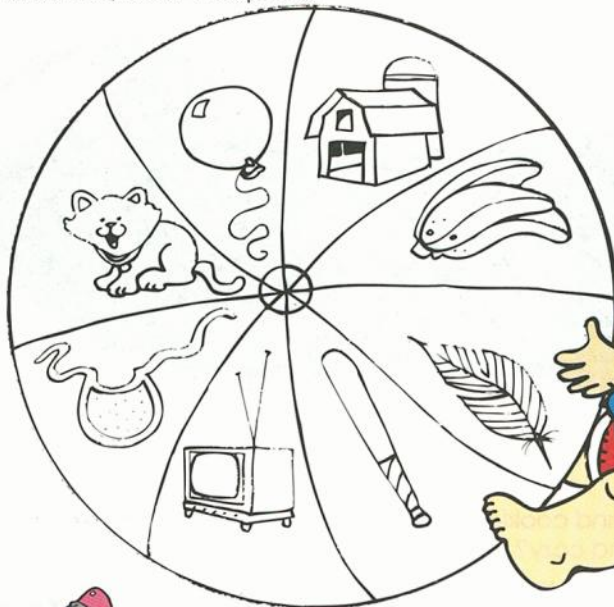
## Beginning Consonant Bb

The baby wants to bounce the ball.



**B b**     **ball**

**Directions:** Say each picture name. If the picture name begins with the same sound as **ball**, color the space.



Can the baby bounce the big beach ball? Could you bounce it?  
What are some things you can do now that you couldn't do  
when you were a baby?



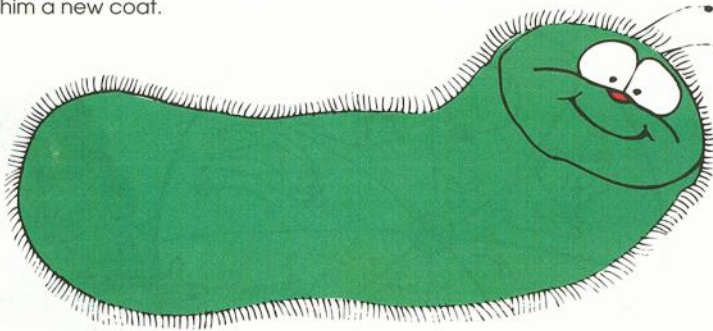
# Beginning Consonant Cc

Cody Caterpillar needs a warm, cozy coat.

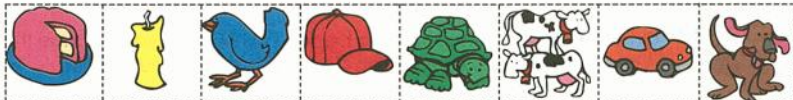


**C c** caterpillar

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **caterpillar**, paste it on Cody to make him a new coat.



Cocoa and cookies, cuddling your cat . . . What makes you feel warm and cozy?

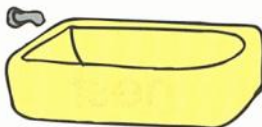






## Beginning Consonant Tt

Tommy put too many toys in the tub.



T t      tub

**Directions:** Say the picture name for each toy in the tub. If the picture name begins with the same sound as **tub**, mark an X on it.



What are your favorite tub toys?

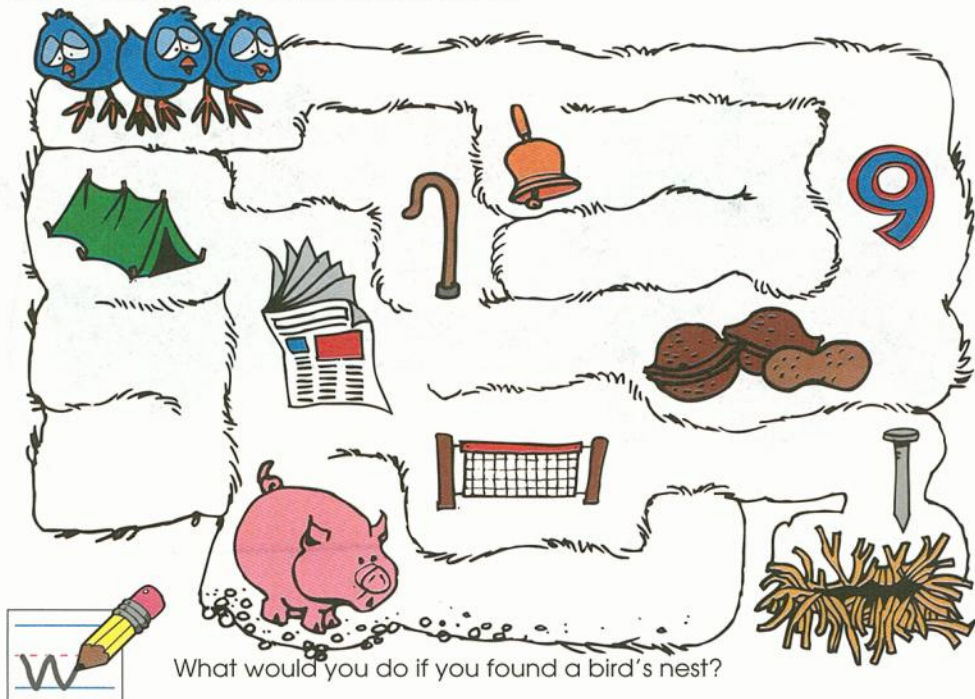
# Beginning Consonant Nn

The sleepy baby birds want to nap in their nest.



N n nest

**Directions:** Help the birds find their nest. Follow the path with the pictures whose names begin with the same sound as **nest**.



What would you do if you found a bird's nest?

# Beginning Consonant Pp

Pam packs her panda for a sleepover.



P p panda

**Directions:** Pam only packs things whose names begin with the same sound as **panda**. What else will she pack? Say the picture names. Draw a line from Pam to each picture whose name begins with the same sound as **Pam** and **panda**.



Make a list of things you need for a sleepover. Use your list the next time you pack.



## Review Beginning Consonants



B b



C c



T t



N n



P p

**Directions:** Look at the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound the letter stands for.











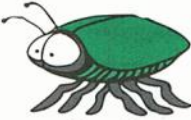









B				
C				
T				
N				
P				



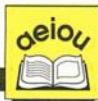


# Review Beginning Consonants

**Directions:** Say each picture name. Circle the letter that stands for the beginning sound.

















 <b>P T</b>	 <b>B P</b>	 <b>N C</b>	 <b>B T</b>
 <b>N B</b>	 <b>T N</b>	 <b>T B</b>	 <b>T P</b>
 <b>P B</b>	 <b>C P</b>	 <b>C B</b>	 <b>T C</b>
 <b>T P</b>	 <b>N C</b>	 <b>N P</b>	 <b>B P</b>
 <b>B C</b>	 <b>P N</b>	 <b>C B</b>	 <b>C T</b>





# Ending Consonants

**Directions:** Say each picture name. Fill in the circle next to the letter that stands for the **last** sound.

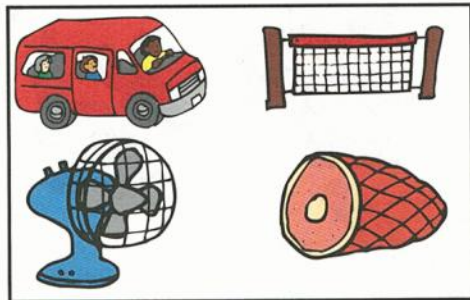
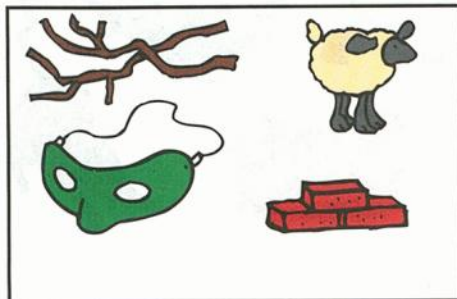
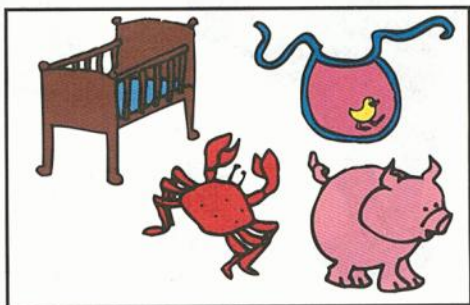
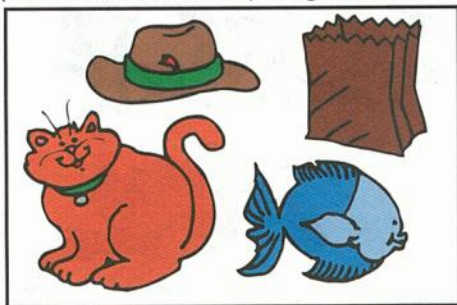
 <p>crab</p>	 <p>feet</p>	 <p>horn</p>	 <p>mop</p>
 <p> <input type="radio"/> t  <input type="radio"/> p         </p>	 <p> <input type="radio"/> n  <input type="radio"/> b         </p>	 <p> <input type="radio"/> b  <input type="radio"/> t         </p>	 <p> <input type="radio"/> p  <input type="radio"/> n         </p>
 <p> <input type="radio"/> n  <input type="radio"/> p         </p>	 <p> <input type="radio"/> p  <input type="radio"/> b         </p>	 <p> <input type="radio"/> p  <input type="radio"/> t         </p>	 <p> <input type="radio"/> p  <input type="radio"/> n         </p>
 <p> <input type="radio"/> p  <input type="radio"/> b         </p>	 <p> <input type="radio"/> n  <input type="radio"/> p         </p>	 <p> <input type="radio"/> t  <input type="radio"/> n         </p>	 <p> <input type="radio"/> b  <input type="radio"/> p         </p>

## Rhyming Words

The busy man pours the soup from the can into the pan.



**Directions:** Words that have the same ending sounds, like **man** and **pan**, are called **rhyming words**. Say the names of the pictures. In each box circle the pictures that have rhyming names.





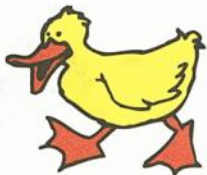
## Short Vowel a

The band of ants play rat-a-tat-tat!



ants

**Directions:** Short **a** is the sound you hear at the beginning of the word **ants**. Only animals whose names have the **short a** sound can play in the ants' band. Say each picture name. Circle the picture if you hear the **short a** sound.









If the animal band marched past your house, what would you do?

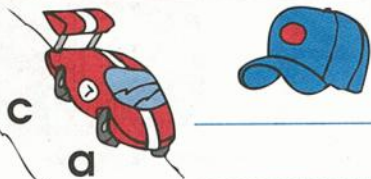


# Short Vowel a


**Directions:** Say each picture name. Write **a** if you hear the **short a** sound.

 m      p	 h      m	 c      p
 b      b	 f      x	 c      t

**Directions:** Use a toy car or pretend your finger is a car at the top of each hill. Smoothly move your finger or car down the hill as you blend the letter sounds to say the name of the picture. Then trace its name on the line.



c      a      p      cap



b      a      t      bat





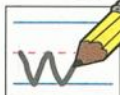
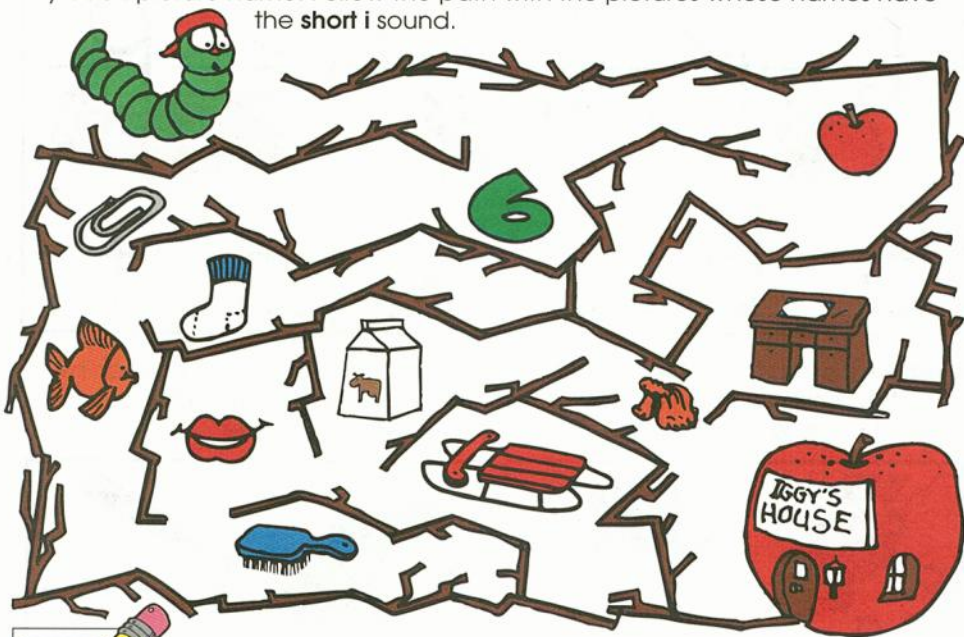
# Short Vowel i

Help Iggy Inchworm crawl around the twigs to his home.



## inchworm

**Directions:** Short i is the sound you hear at the beginning of the word **inchworm**. Say each picture name. Follow the path with the pictures whose names have the **short i** sound.



If you bit into Iggy's house, what would Iggy say to you?





## Short Vowel i

**Directions:** Use a toy car or your finger to smoothly blend the letter sounds to read each word. Write the word on the line.

b

i

b

---

---

---

p

i

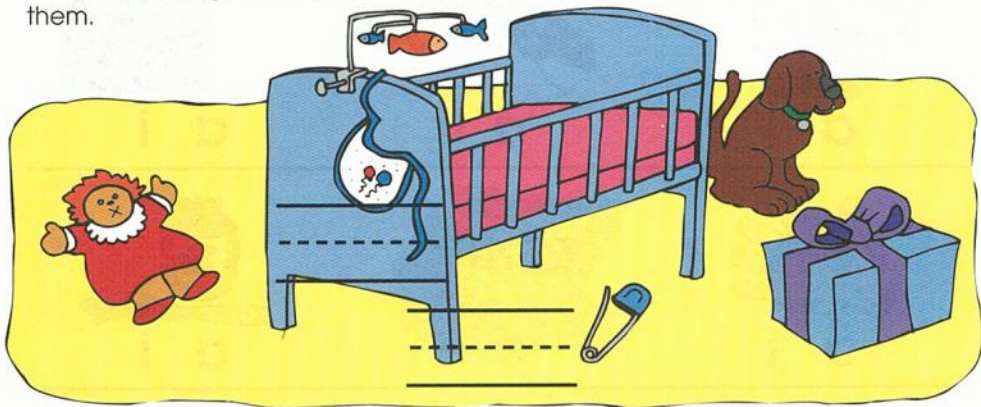
n

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**Directions:** Write the word from above that names each picture. Then find three other things in the picture whose names have the short i sound and circle them.



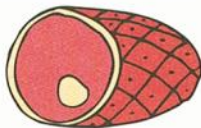


## Review Short Vowels a and i

**Directions:** Say each picture name. Circle the letter that stands for the **vowel** sound you hear.



a i



a i



a i



a i



a i



a i



a i



a i



a i



a i



a i



a i

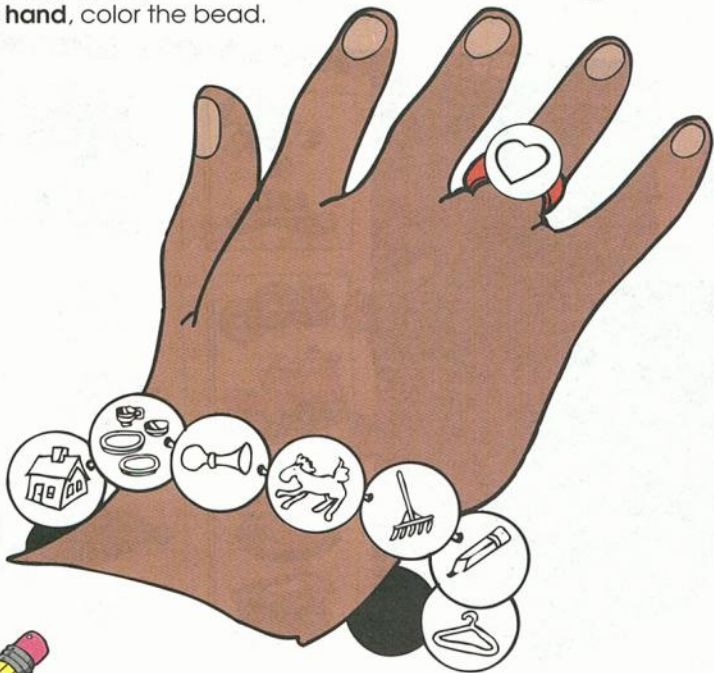
# Beginning Consonant Hh

Raise your hand and wave hello!



H h hand

**Directions:** Say each picture name. If the picture name begins with the same sound as **hand**, color the bead.

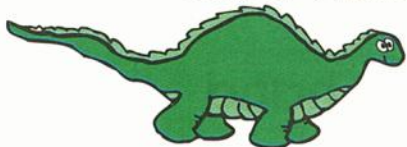


How would you say hello to someone who speaks another language?



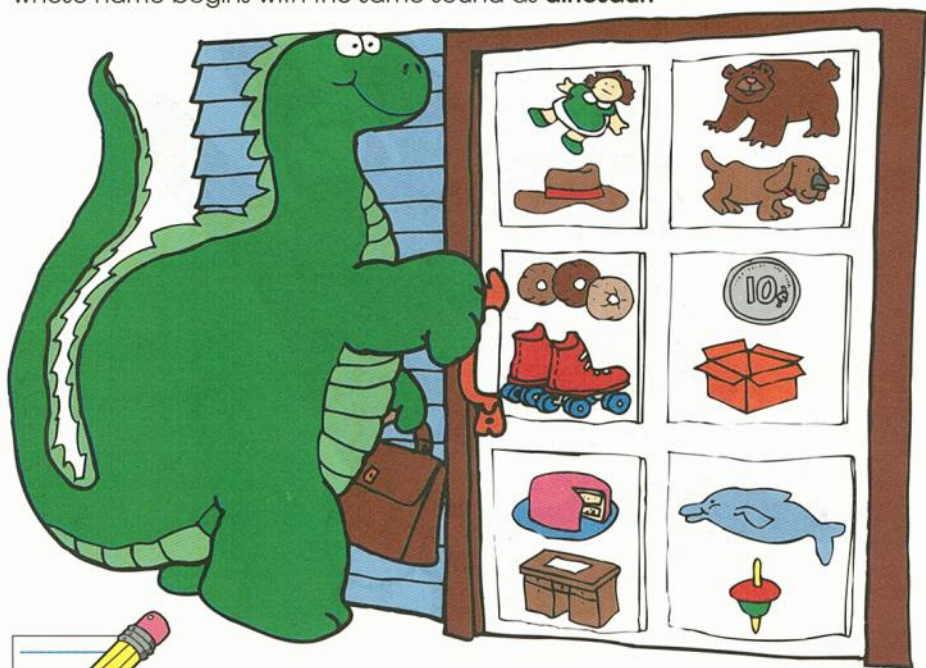
## Beginning Consonant Dd

Oh, no! A dinosaur is at the door!



**D d** dinosaur

**Directions:** Say the picture names in each box on the door. Circle the picture whose name begins with the same sound as **dinosaur**.



What would you do if a dinosaur came to your door?





## Beginning Consonant Rr

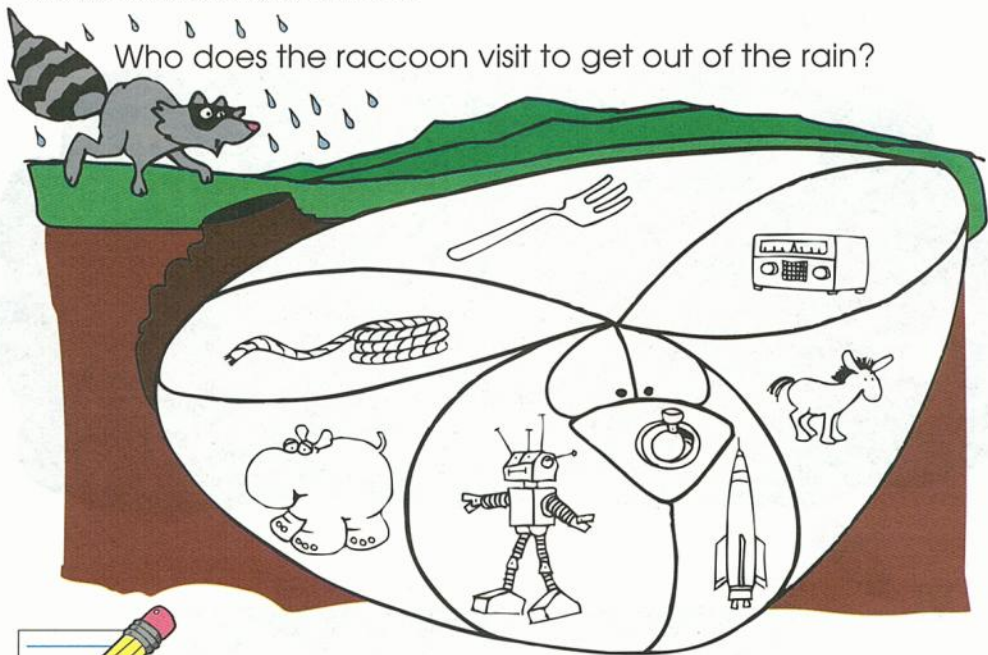
The raccoon runs in the rain.



**R r**    **racoon**

**Directions:** Say each picture name. Color the space if the picture name begins with the same sound as **racoon**.

Who does the raccoon visit to get out of the rain?



What does it feel like when you run in the rain?



# Beginning Consonant Ff

Where do these fussy fireflies land?



**F f**     **fireflies**

**Directions:** These fussy fireflies only land on things whose names begin with the same sound as **fireflies**. Cut out the pictures at the bottom. Paste them on things in the picture whose names begin with the same sound as **fireflies**.



If a firefly landed on you, what would you do?





## Beginning Consonant Gg

What do you see when you wear goofy goggles?



**G g**      **goggles**

**Directions:** Say each picture name. If the picture name begins with the same sound as **goggles**, circle it.



What else might you see through these goofy goggles?





## Beginning Consonant Mm

Macaroni and meatballs make Mike messy!

**M m****macaroni meatballs**

**Directions:** Say each picture name. If the picture name begins with the same sound as **macaroni** and **meatballs**, color the meatball.



What foods make you messy when you eat them?



# Review Beginning Consonants



H h



D d



R r



F f



G g



M m

**Directions:** Look at the letter in each box. Then say each picture name. Circle the picture whose name begins with the sound the letter stands for.

G



D



R



F



M



H





## Review Beginning Consonants

**Directions:** Say each picture name. Listen to the beginning sound. Find the letter that stands for the sound on a crayon. Use your crayons to make each mitten the right color.





# Ending Consonants



bed



bag



jam

Directions: Write the missing letter to complete each word.



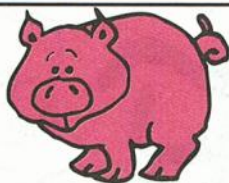
ha



da



ru



pi



da



re



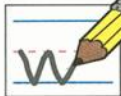
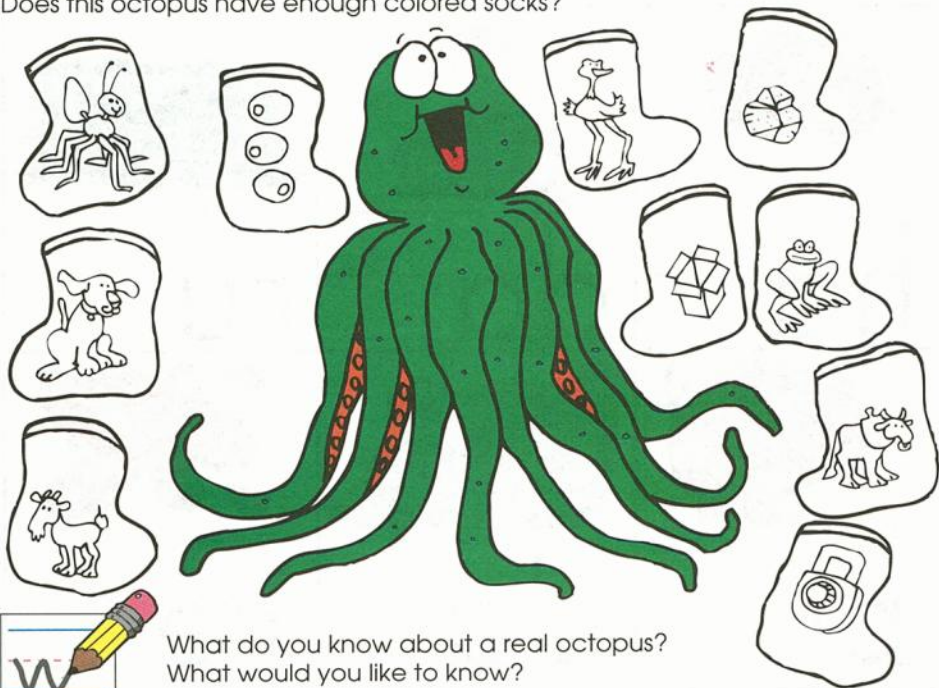
# Short Vowel o

This octopus wants ocks.



**o**ctopus

**Directions:** Short **o** is the sound you hear at the beginning of the word **octopus**. Say each picture name. Color the sock if you hear the **short o** sound. Does this octopus have enough colored socks?









What do you know about a real octopus?  
What would you like to know?







# Short Vowel o

**Directions:** Say each picture name. Write **o** if you hear the **short o** sound.

 c t	 p n	 d g
 h t	 b x	 r d

**Directions:** Use a toy car or pretend your finger is a car at the top of each hill. Smoothly move your finger or car down the hill as you blend the letter sounds to say the name of the picture. Then trace its name on the line.

 p o t pot	 m o p mop
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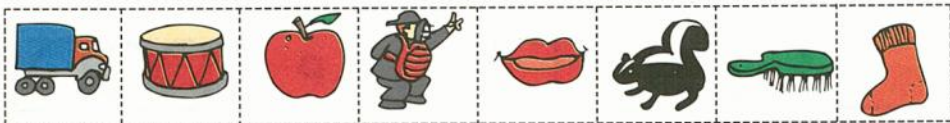
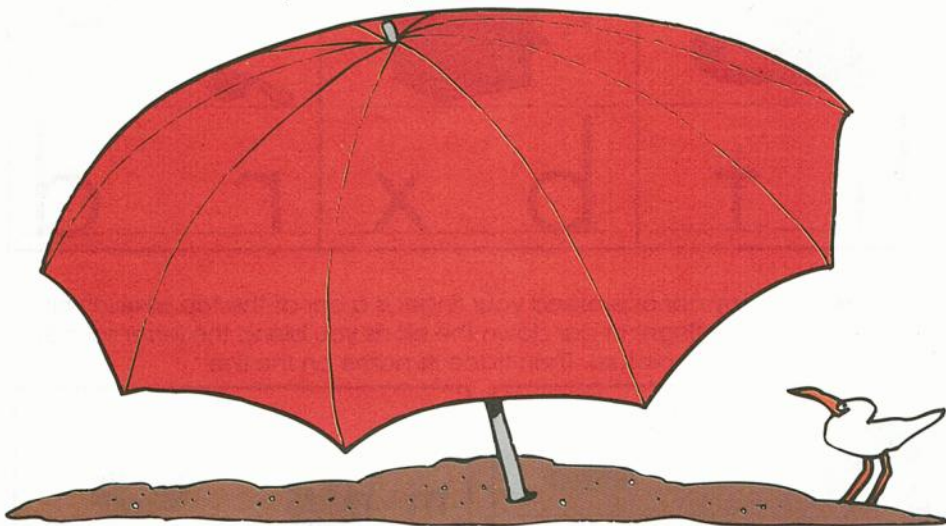
## Short Vowel u

Decorate the big beach umbrella.



umbrella

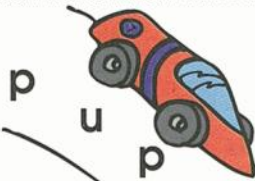
**Directions:** Short **u** is the sound you hear at the beginning of the word **umbrella**. Cut out the pictures at the bottom of the page. Say each picture name. If you hear the **short u** sound, paste the picture on the umbrella.





## Short Vowel u

**Directions:** Use a toy car or your finger to smoothly blend the letter sounds to read each word. Then write it on the line.




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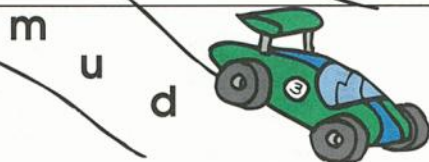



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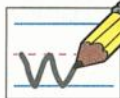

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**Directions:** Write the word from above that names each picture.



What happened the last time you played in the mud?



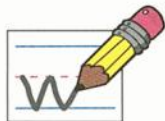
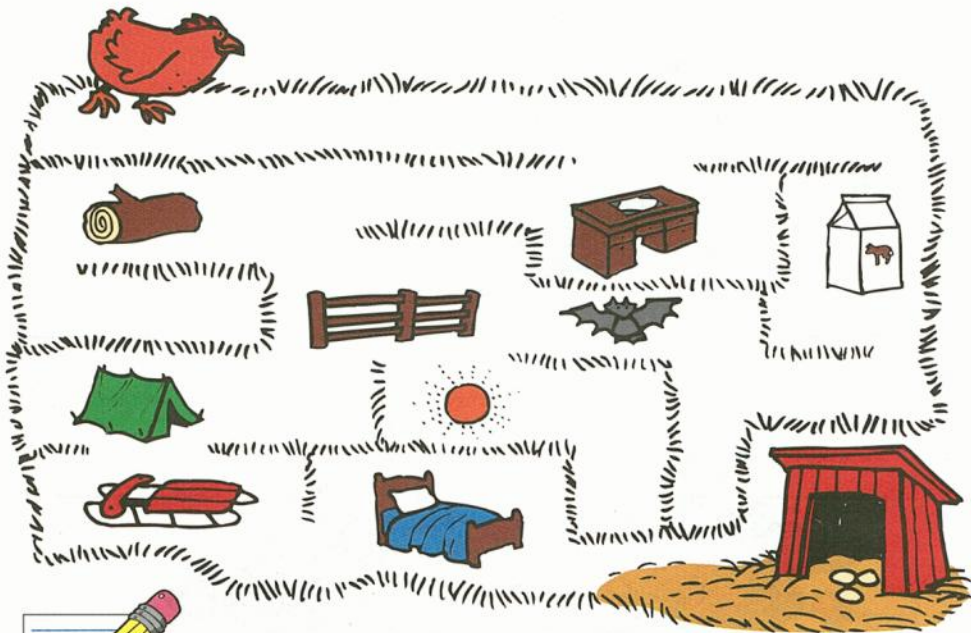
## Short Vowel e

Help the red hen find her eggs.



hen

**Directions:** Short **e** is the sound you hear in the middle of the word **hen**. Follow the path with the pictures whose names have the short e sound.



What if the red hen lived in a rain forest instead of in a pen on a farm? How would her home be different?





# Short Vowel e

**Directions:** Use a toy car or your finger to smoothly blend the letter sounds to read each word. Write the word on the line. Then write the word that names each picture at the bottom.

b

e

d




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n

e

t




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m

e

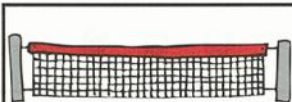
n




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## Review Short Vowels o, u, e

**Directions:** Say each picture name. Circle the letter that stands for the vowel sound you hear.



o u e



o u e



o u e



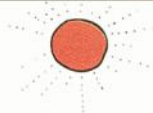
o u e



o u e



o u e



o u e



o u e



o u e



o u e



o u e

















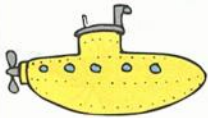
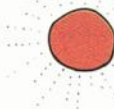




o u e



# Rhyming Words

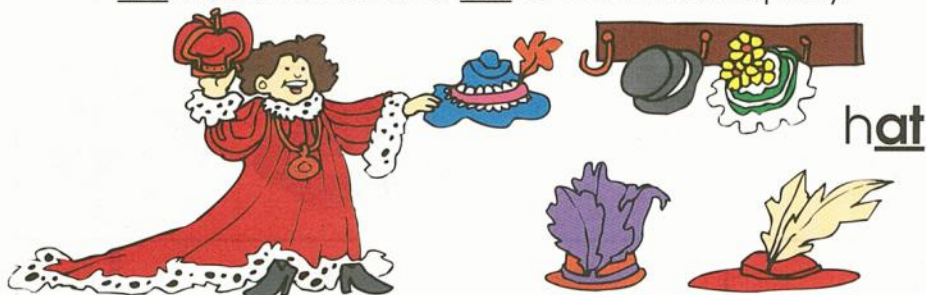
**Directions:** Words that have the same ending sounds are called **rhyming words**. Say the names of the pictures. In each row, circle the picture that has the same ending sound as the first picture.



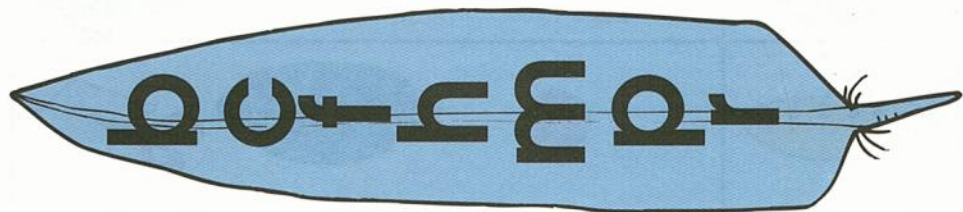
# Sound Pattern -at

Pat wears her favorite hat to the costume party.



**Directions:** Cut out the hat and feather. Cut on the dotted lines to make slits. Slip the feather through the hat. Slide the feather and read each new word.

Diagram:









## Sound Pattern -at

**Directions:** Name each picture. Think about the beginning sound. Write the letter that belongs at the beginning of each word. The first one is done for you.




m h

hat




b m

at



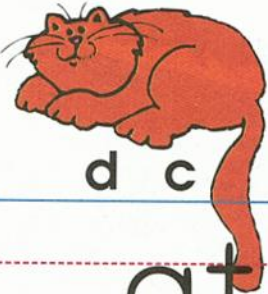
f r

at



b p

at



d c

at



What does your favorite costume look like?



## Sound Pattern -in

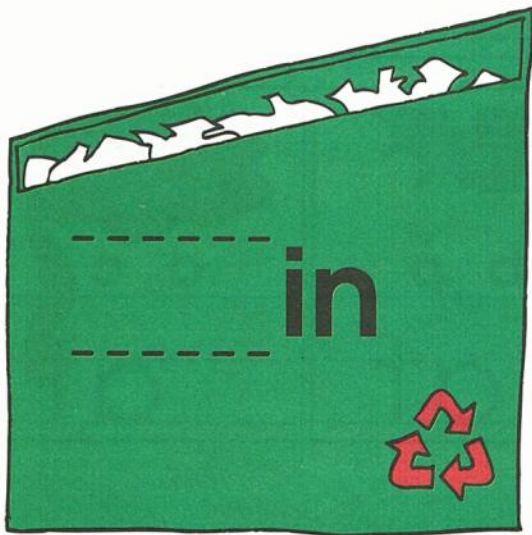
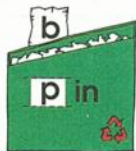
Put used paper in the recycling bin. Help save our earth!



**bin**

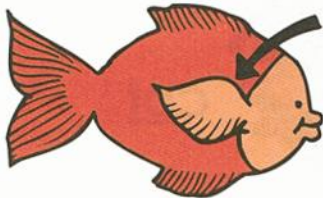
**Directions:** Cut out the bin and paper. Cut on the dotted lines to make slits. Slip the paper through the slits on the bin. Slide the paper and read each new word.

Diagram:



# Sound Pattern -in

**Directions:** Name each picture. Read the words. Circle the word that names the picture. Write it on the line.



fin

tin



pin

bin



pin

fin



tin

pin

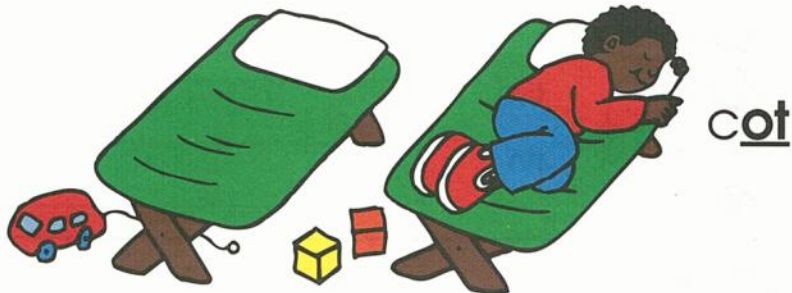


What can you do to help save our earth?



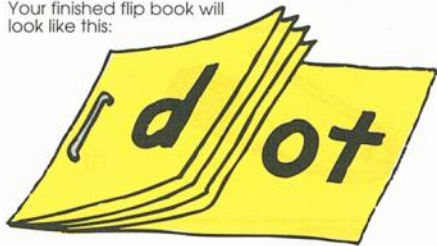
## Sound Pattern -ot

The tot naps on a cot.



**Directions:** You can make a flip book to help you read words. Cut out the cards. Put the big card with the word **cot** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

Your finished flip book will look like this:



c ot

d

g

h

n

p

t





## Sound Pattern -ot

**Directions:** Draw a line from each picture to the word that names the picture.



cot



dot



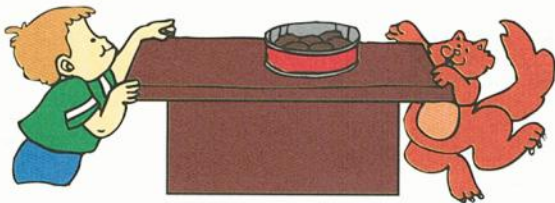
tot



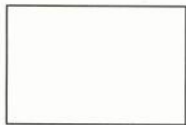
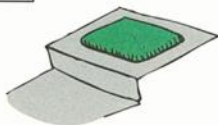
pot

# Review Sound Patterns -at, -in, -ot

The tot and the cat reach for the tin.



**Directions:** Name each picture. Cut out the words at the bottom. Paste each word where it belongs.



hat

tot

cot

fin

mat



# Review Sound Patterns -at, -in, -ot

cat      pot      bin

**Directions:** Read each word at the top of the page. Look at the pictures below. Find a rhyming word that belongs with each picture. Write the rhyming word on the line.



pin

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hot

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fat

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## Sound Pattern -ug

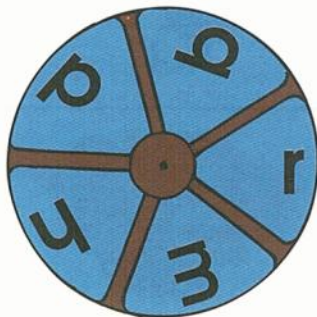
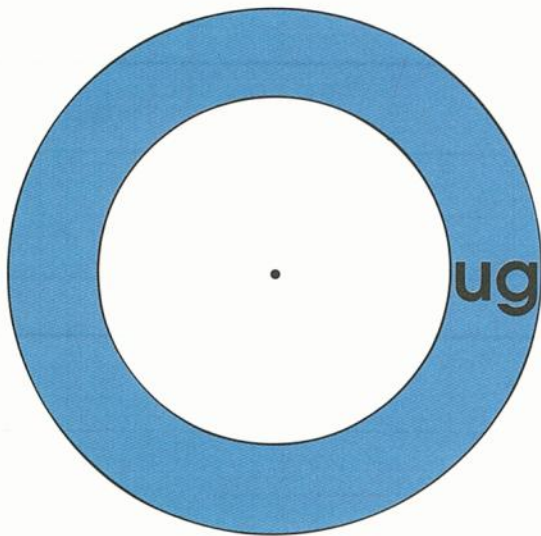
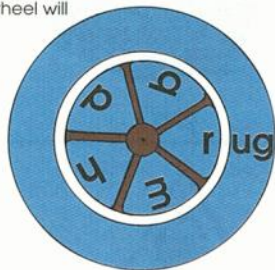
Can you find the bug in this rug?



**bug**

**Directions:** Cut out the wheels. Put the little wheel on top of the big wheel. Push a straw or a ballpoint pen through the center. Turn the little wheel. How many words can you make?

Your finished word wheel will look like this:







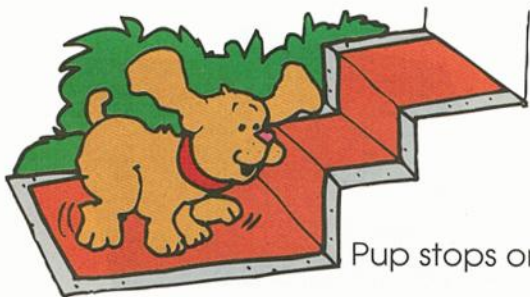
## Sound Pattern -ug

**Directions:** Read each sentence. The pictures will help you. Circle the word that completes the sentence. Then write it on the line.



dug      tug

Pup \_\_\_\_\_ in the mud.



bug      rug

Pup stops on the \_\_\_\_\_.



hug      mug

Mom gives Pup a big \_\_\_\_\_.



# Sound Pattern -en

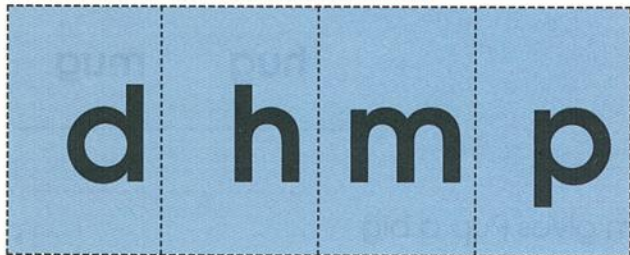
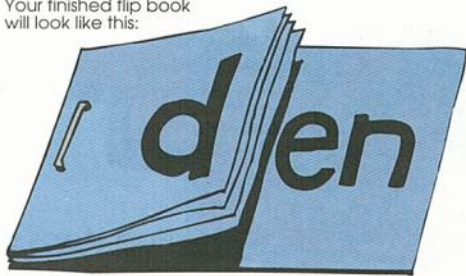
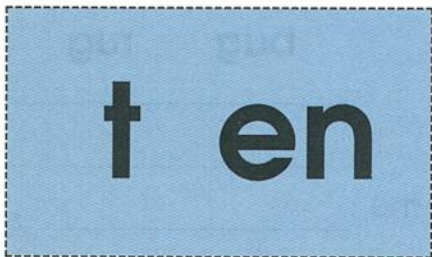
Ken has ten crayons.



ten

**Directions:** You can make a flip book to help you read words. Cut out the cards. Put the big card with the word **ten** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

Your finished flip book will look like this:





# Sound Pattern -en

**Directions:** Read or ask someone to help you read the rhyme. Circle the word that completes each line. Then write the word on the line.



hen      den

"I can't find my eggs!" said the little red \_\_\_\_\_



pen      men

She ran by some \_\_\_\_\_



ten      hen

She ran by a big \_\_\_\_\_



men      pen

"My, what a surprise.  
They're right here in my \_\_\_\_\_

!"



## Review Sound Patterns -ug and -en

**Directions:** Name each picture. Read the question. Circle the word that answers the question. Then write the word.



Is it a **mug** or a **rug**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Is it **ten** or a **tan**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Is it a **bug** or a **tug**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Is it **hen** or a **hug**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Is it a **pen** or a **cot**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





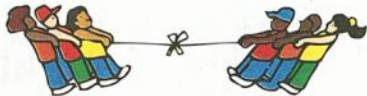
# Review Sound Patterns -at, -in, -ot, -ug, -en

**Directions:** Read each sentence. The pictures will help you. Circle and write each word that completes the sentence.



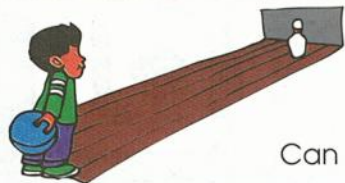
hat bat rat

Dot hit the ball with her \_\_\_\_\_.



bug rug tug

The friends \_\_\_\_\_ on the fat rope.



pin tin bin

Can Ben hit one more \_\_\_\_\_?



ten men hen

Some \_\_\_\_\_ dug and dug.



pot dot cot

Pat put the old tin \_\_\_\_\_ in the bin.



## Review Sound Patterns -at, -in, -ot, -ug, -en

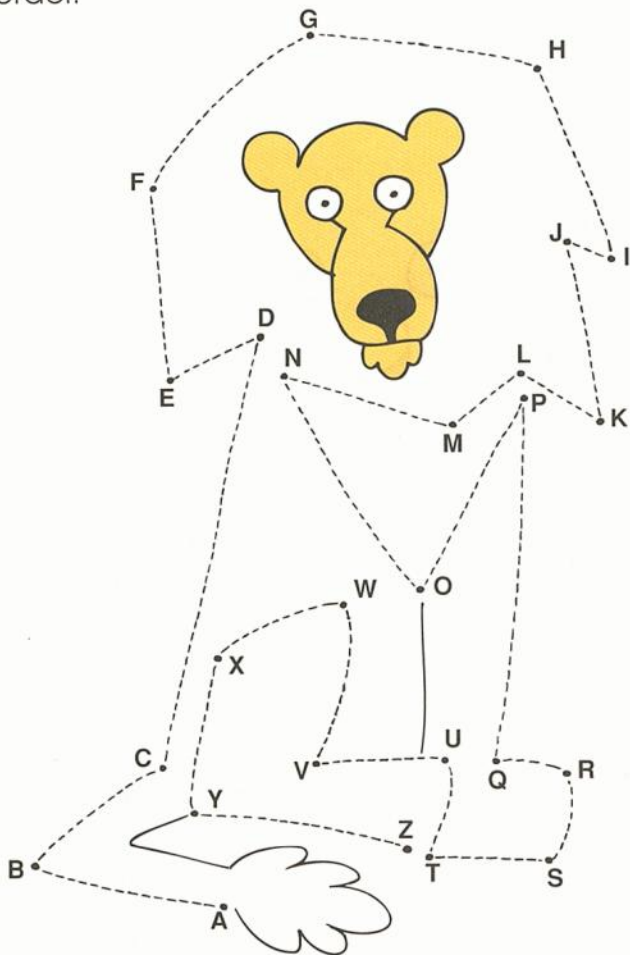
**Directions:** Read the sentences. Follow the path to help the tot find his cat.





## ABC Order

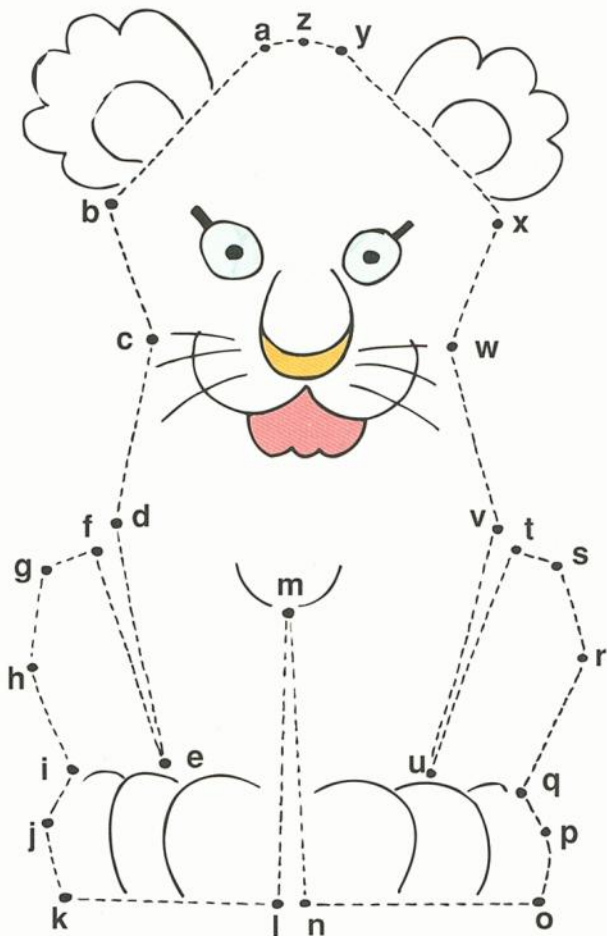
**Directions:** Draw a line to connect the dots. Follow the letters in ABC order.





## abc Order

**Directions:** Draw a line to connect the dots. Follow the letters in abc order.

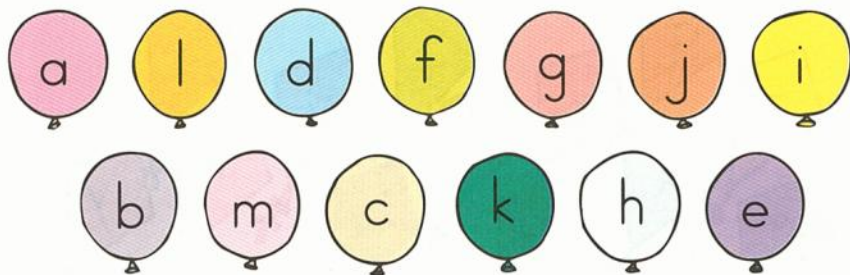






## Matching Upper And Lower Case Letters

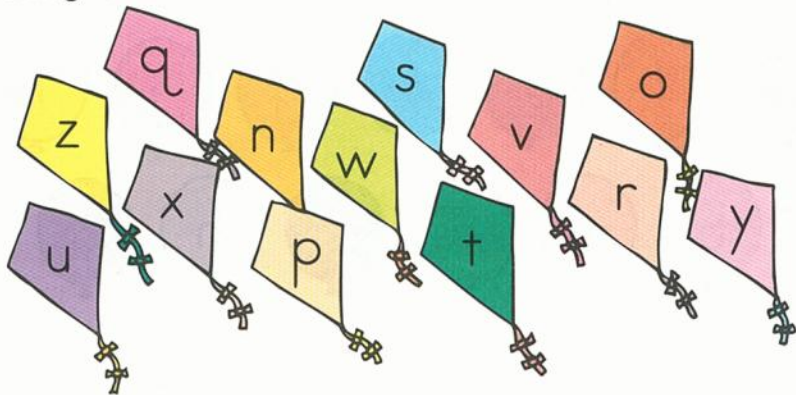
**Directions:** Draw a line from each upper case letter to its matching lower case letter.





## Matching Upper And Lower Case Letters

**Directions:** Draw a line from each upper case letter to its matching lower case letters.

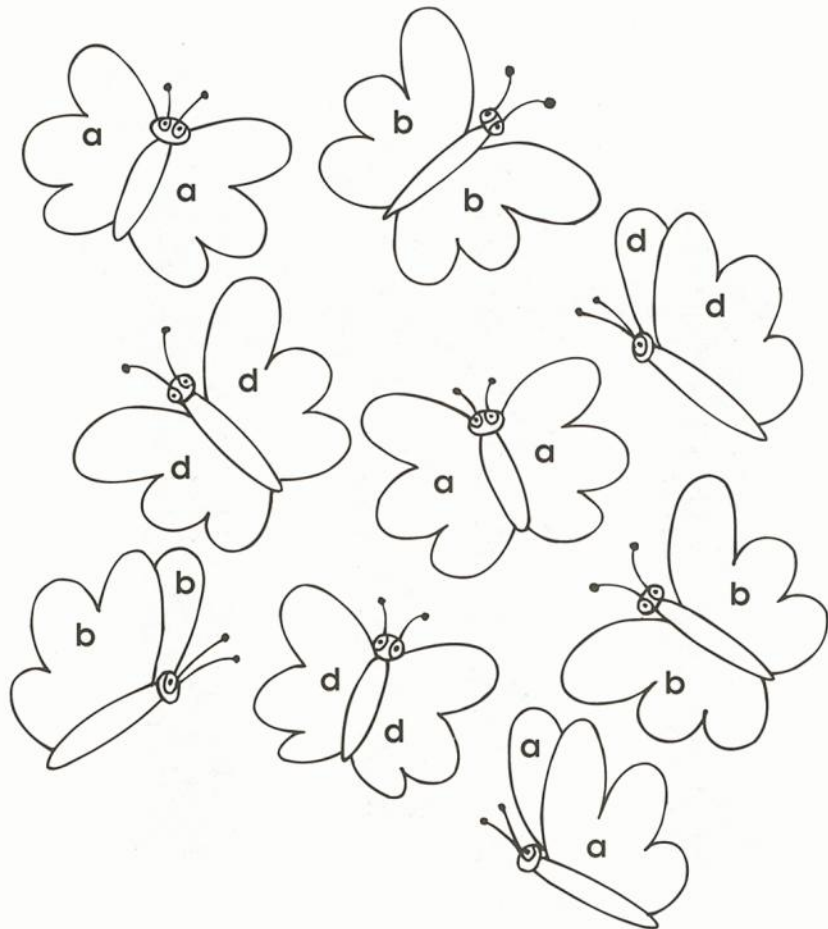




## Discrimination Of a, b, d

**Directions:** Color the butterflies.

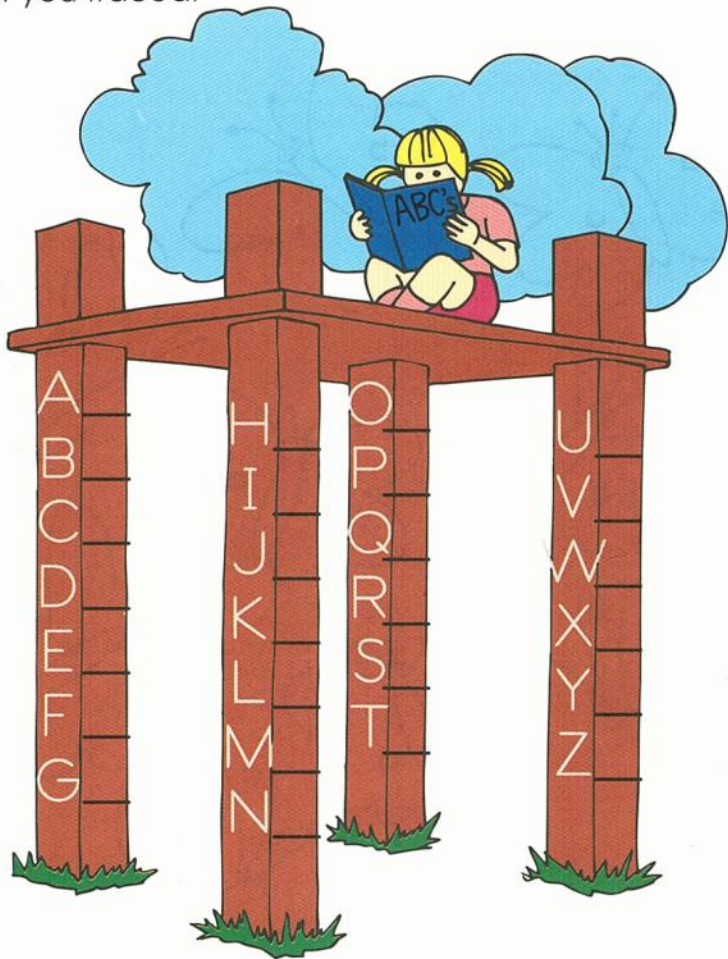
a = yellow, b = orange, d = purple





## Writing Upper Case Letters

**Directions:** Trace each letter. Write each letter again next to the letter you traced.

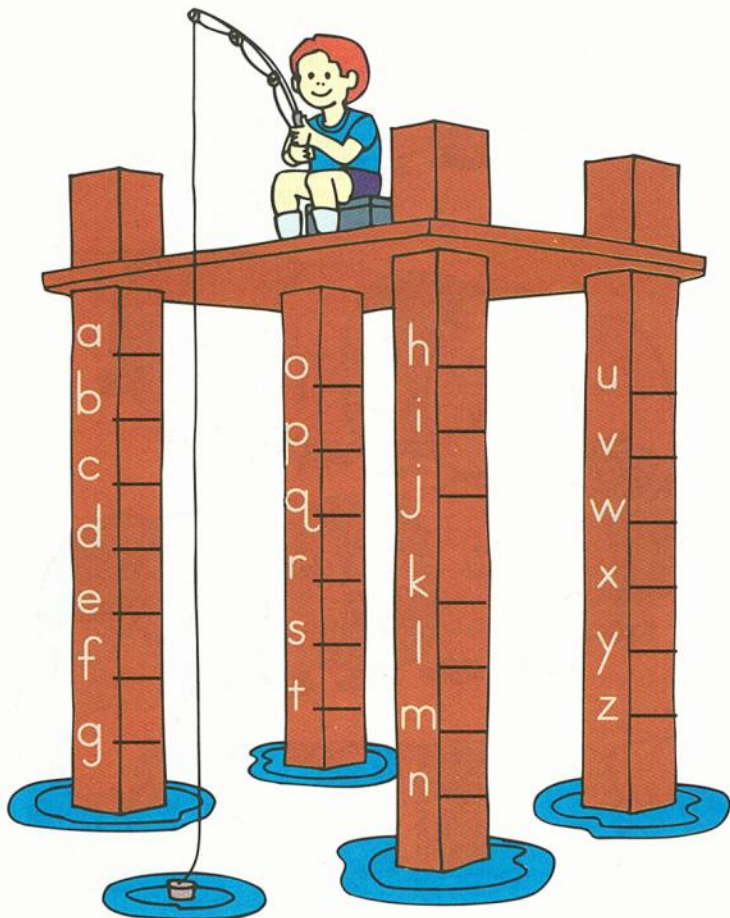






## Writing Lower Case Letters

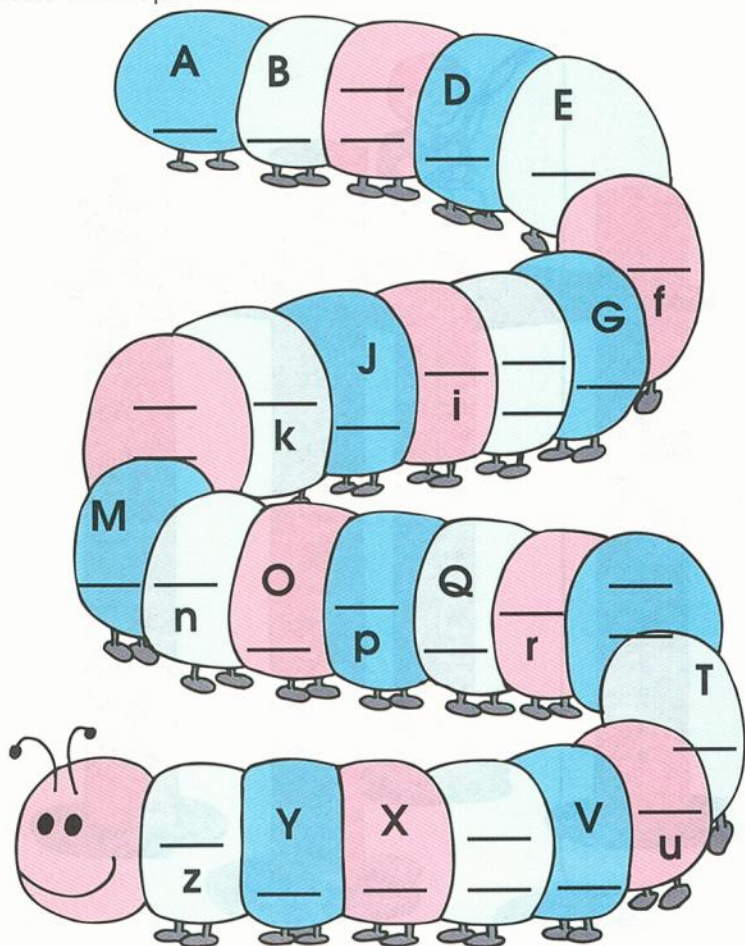
**Directions:** Trace each letter. Write each letter again next to the letter you traced.





## Review

**Directions:** Fill in the missing upper and lower case letters to complete the alphabet.





## Beginning Consonant Sounds Bb, Cc, Dd

**Directions:** Say the sound that the letters Bb, Cc, Dd make. (Bb = buh, Cc = kuh, Dd = duh). Then say the name of each picture. If the first sound matches the letter, color it blue.





## Beginning Consonant Sounds Ff, Gg, Hh

**Directions:** Say the sounds for the letters Ff, Gg, Hh. (Ff = fuh, Gg = guh, Hh = huh). Draw a circle around the picture if it begins with the letter in the column.

Ff



Gg



Hh



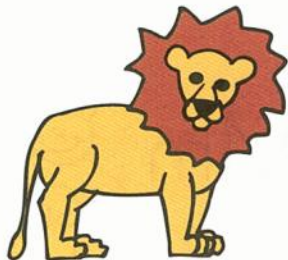
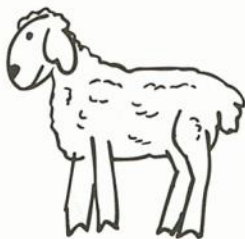




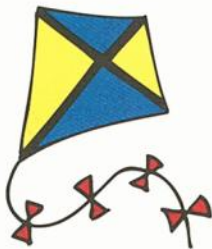
## Beginning Sounds Jj, Kk, Ll

**Directions:** Draw a line from each picture to its beginning letter sound.

Jj



Kk



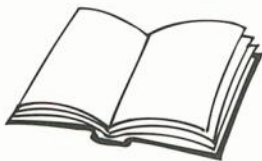
Ll



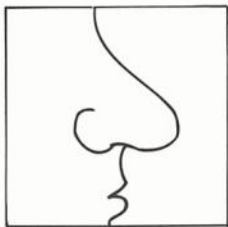
## Beginning Consonant Sounds Mm, Nn, Pp

Directions: Say the sound the letters Mm, Nn, and Pp make. (Mm = muh, Nn = nuh, Pp = puh). Color the picture if its beginning sound matches the letter.

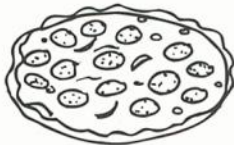
Mm



Nn



Pp



**Beginning Consonant Sounds Qq, Rr, Ss**

Directions: Say the sound that the letters Qq, Rr, Ss make.

(Qq = quh, Rr = ruh, Ss = sss.) Draw a line from each picture to its matching letter.

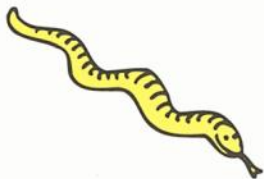
Qq



Rr



Ss





## Beginning Consonant Sounds Tt, Vv, Ww

**Directions:** Say the sound that the letters Tt, Vv, Ww make. (T t= tuh, Vv = vuh, Ww = wuh.) Color each picture if it has the same beginning sound as the letter.

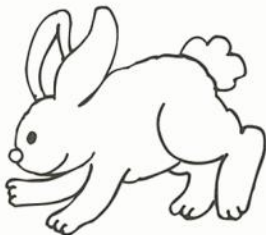
T t



V v



W w



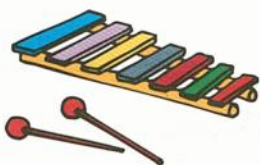




## Beginning Consonant Sounds Xx, Yy, Zz

**Directions:** Say the sound that the letters Xx, Yy, Zz make. (Xx = zuh, as in xylophone; Yy = yuh; Zz = zuh. Sometimes Xx says its own name, as in xray.) Draw a circle around each picture if its beginning sound matches the letter.

Xx



Yy



Zz





## Review

**Directions:** Look at each picture. Say its name. Write the lower case letter for the beginning sound in each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



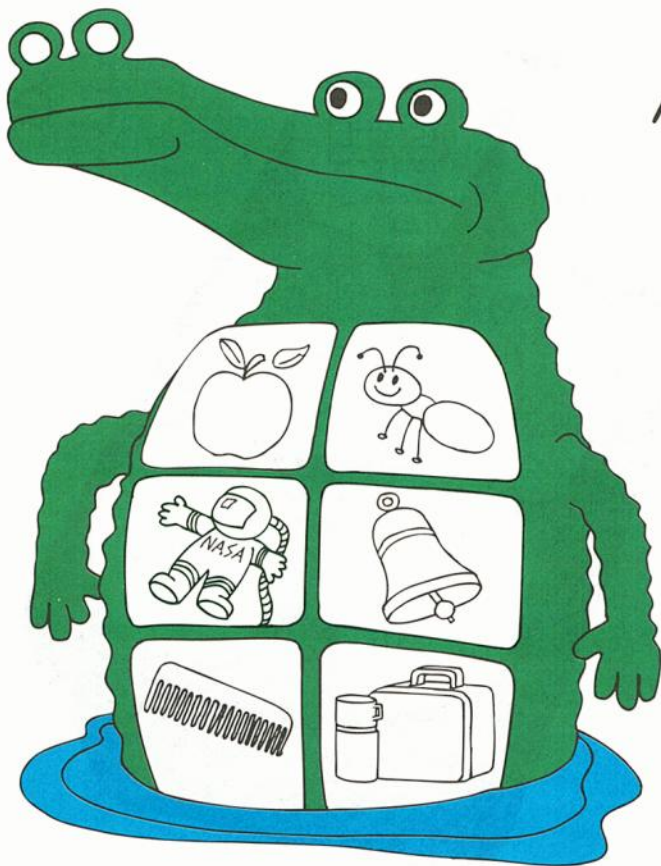
\_\_\_\_\_



## Beginning Short Vowel Sounds: A

**Directions:** Say the sound for the letter Aa. (The short vowel sound for Aa is heard at the beginning of the word alligator.) Color the pictures that begin with the short vowel sound.

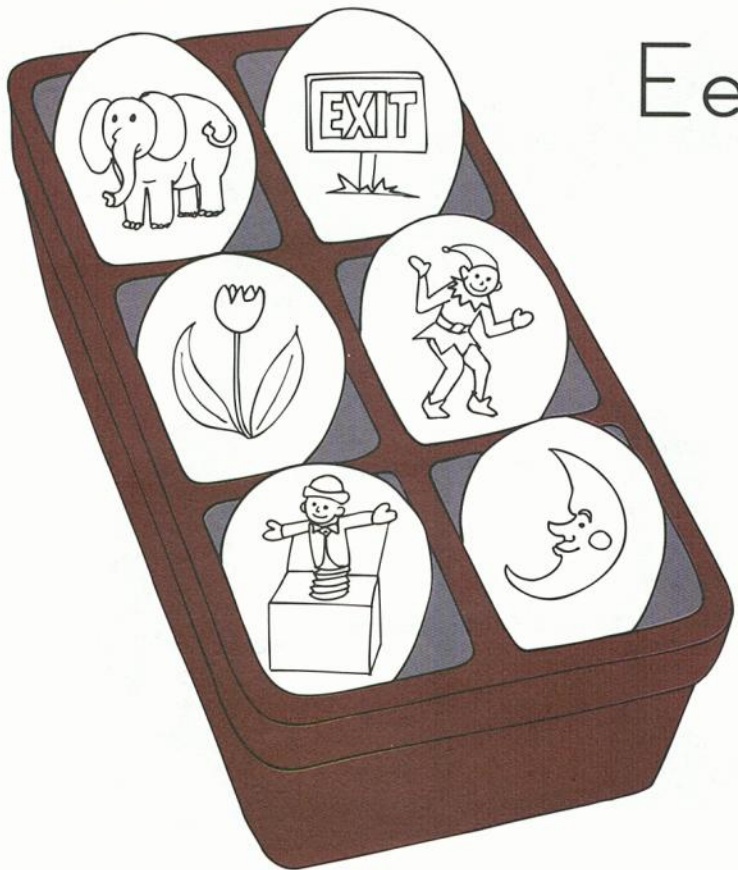
Aa





## Beginning Short Vowel Sounds: Ee

**Directions:** Say the short vowel sound for the letter Ee. (It makes the same sound as the “e” in the word egg.) Look at the pictures. Color the pictures if they begin with the sound of the short vowel Ee.

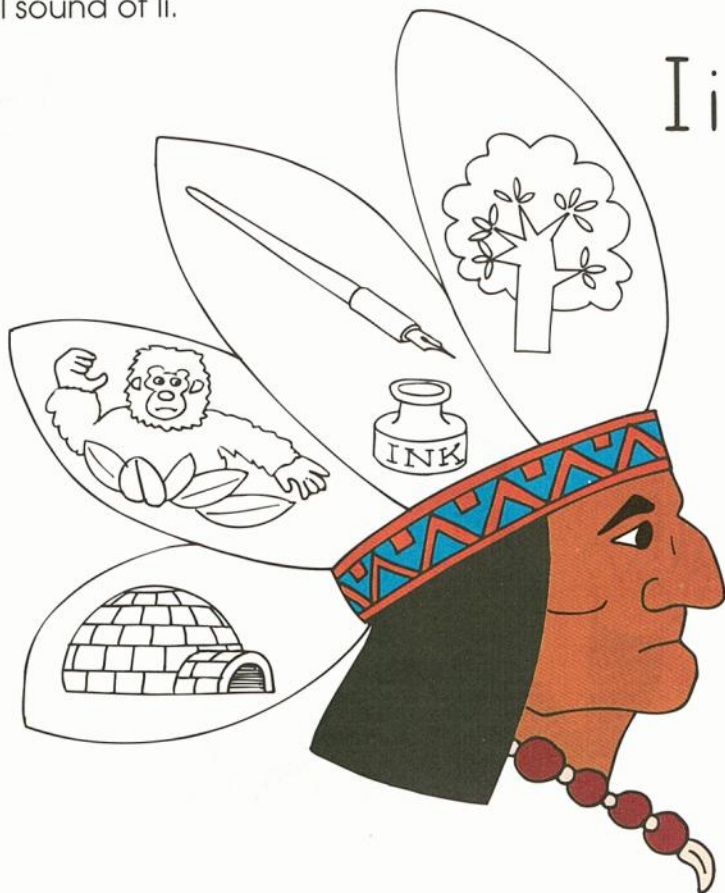






## Beginning Short Vowel Sounds: li

**Directions:** Say the short vowel sound for the letter li. (The short vowel sound for the letter li sounds like the “l” in Indian.) Look at the pictures. Color the pictures that begin with the short vowel sound of li.



## Beginning Short Vowel Sounds: Oo

**Directions:** Say the short vowel sound for Oo. (It makes the same sound as the "O" in Oscar.) Look at the pictures. Color the pictures that begin with the sound of Oo.





## Beginning Short Vowel Sounds: Uu

**Directions:** 1) Say the sound for the letter Uu. (It makes the same sound as the "u" in umbrella.) 2) Look at the pictures and say each word. 3) Draw pictures of your uncle, something that goes up and an umbrella.

uncle



Uu

up

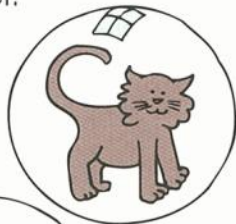


umbrella



## Middle Sounds With Short Vowels

**Directions:** Say the name of each picture. Listen for the middle sound. Draw a line between the picture and its matching letter.

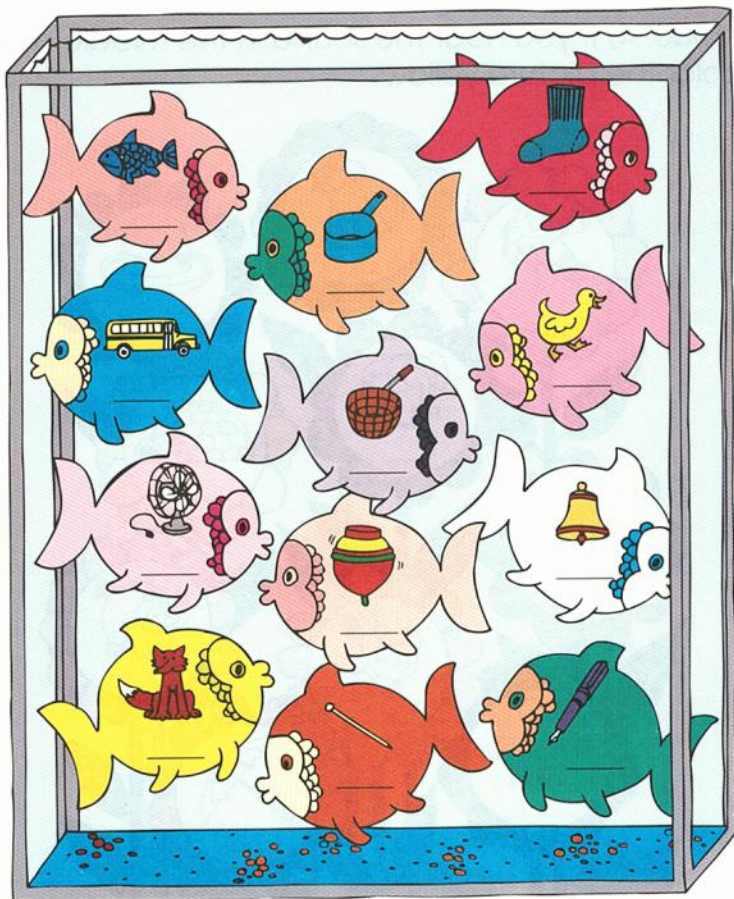


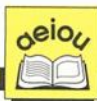




## Middle Sounds: Short Vowel Sounds

**Directions:** Look at the pictures. Write the letter for the sound you hear in the middle of the word.





## Review

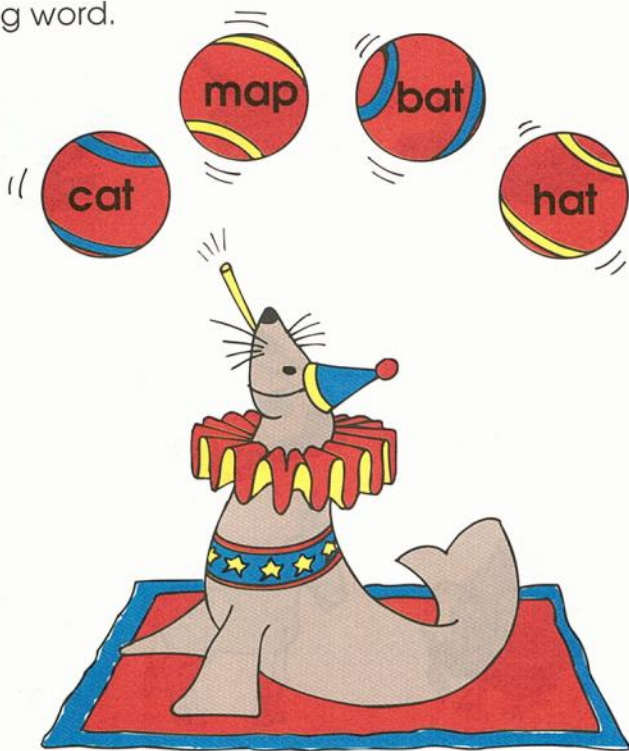
**Directions:** 1) Look at each picture and say its name. 2) Write the beginning or middle vowel sound that you hear. 3) If you hear the sound at the beginning of the word, color the picture blue. 4) If you hear the sound in the middle of the word, color the picture yellow.





## Words With Short Vowel Aa

**Directions:** Read the words. Draw a line from the picture to its matching word.





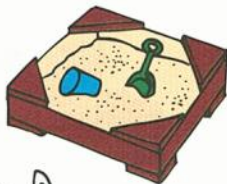
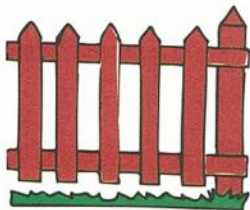
## Words With Short Vowel Ee

**Directions:** Read the words. Circle the picture whose sound has short vowel e.

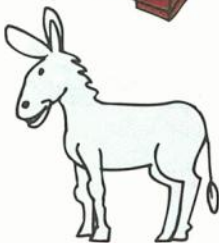
net



fence



bell



ten

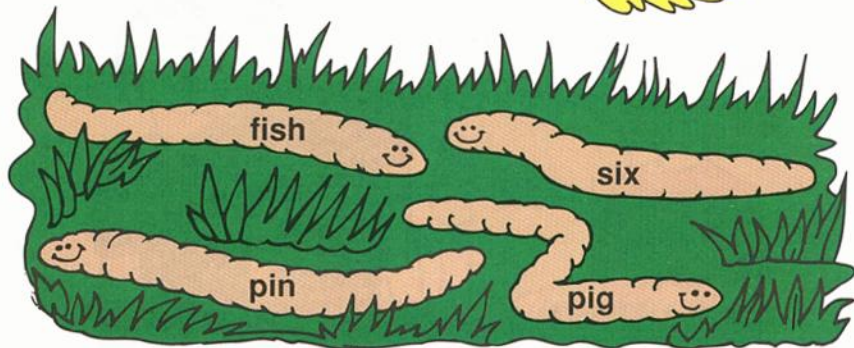
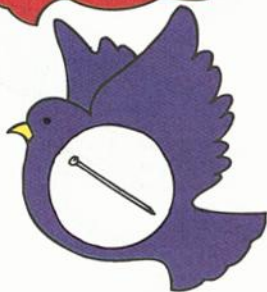
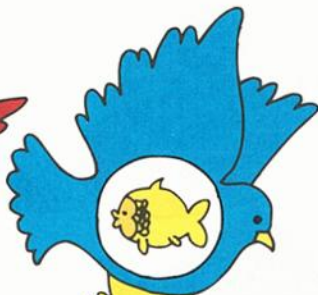
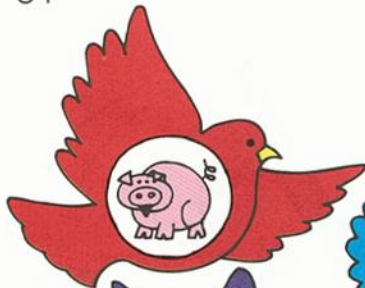






## Words With Short Vowel Ii

**Directions:** Read the words. Draw a line from each word to its matching picture.





## Words With Short Vowel Oo

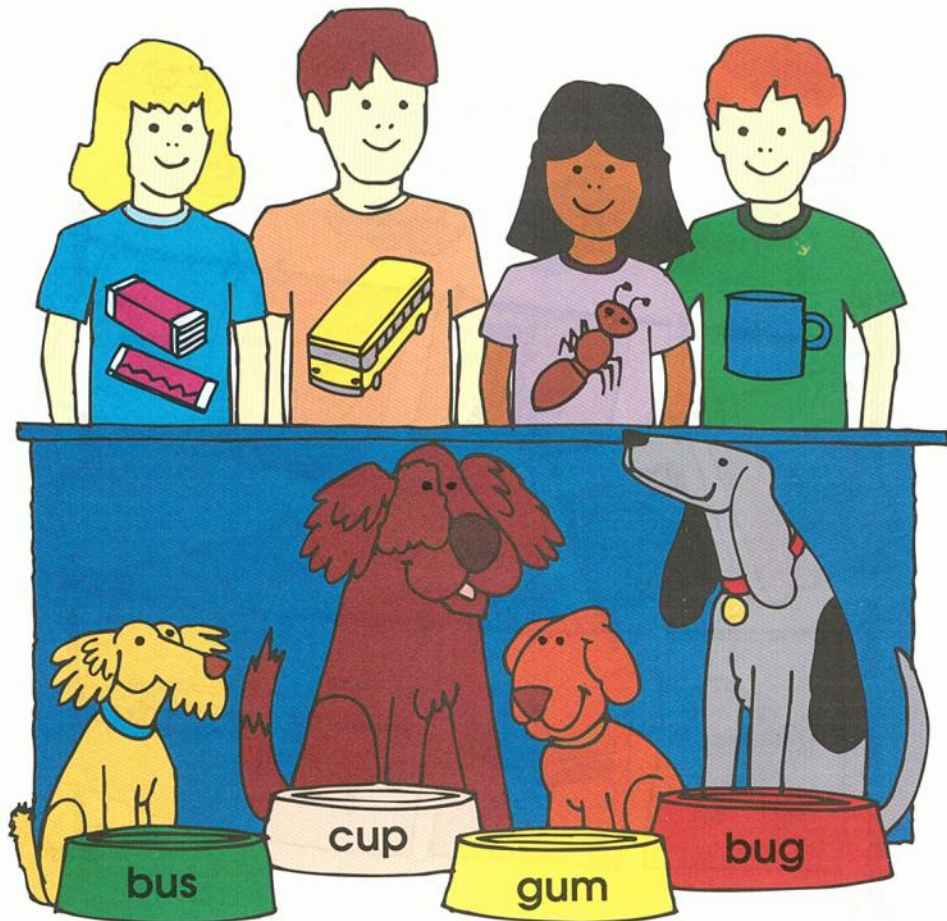
**Directions:** Look at the pictures and read the words. Draw a line from each picture to the word that describes it.





## Words With Short Vowel Uu

**Directions:** Look at the pictures and read the words. Draw a line between each picture and the word that describes it.

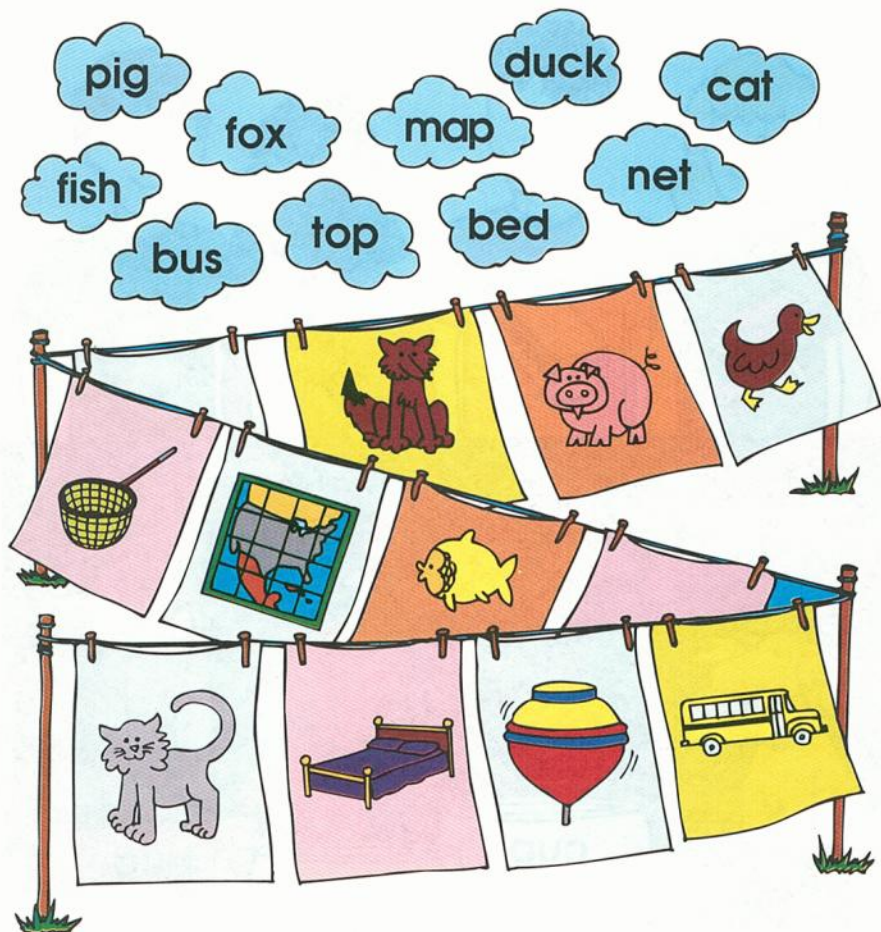






## Review

**Directions:** Look at the pictures and read the words. Draw a line between each picture and the word that describes it.







## Which Are Opposites?

**Directions:** Draw a line between the opposites.



boy



under



over



sad



in



girl



happy



out



## What Belongs?

**Directions:** Color the pictures in each row that belong together. Draw an **X** through the one that does not belong.



snowman



sled



skates



ball



dog



jar



rabbit



cat



book



shoe



sock



boot



helicopter



plane



tree



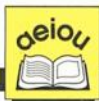
balloon



## What Comes Before?

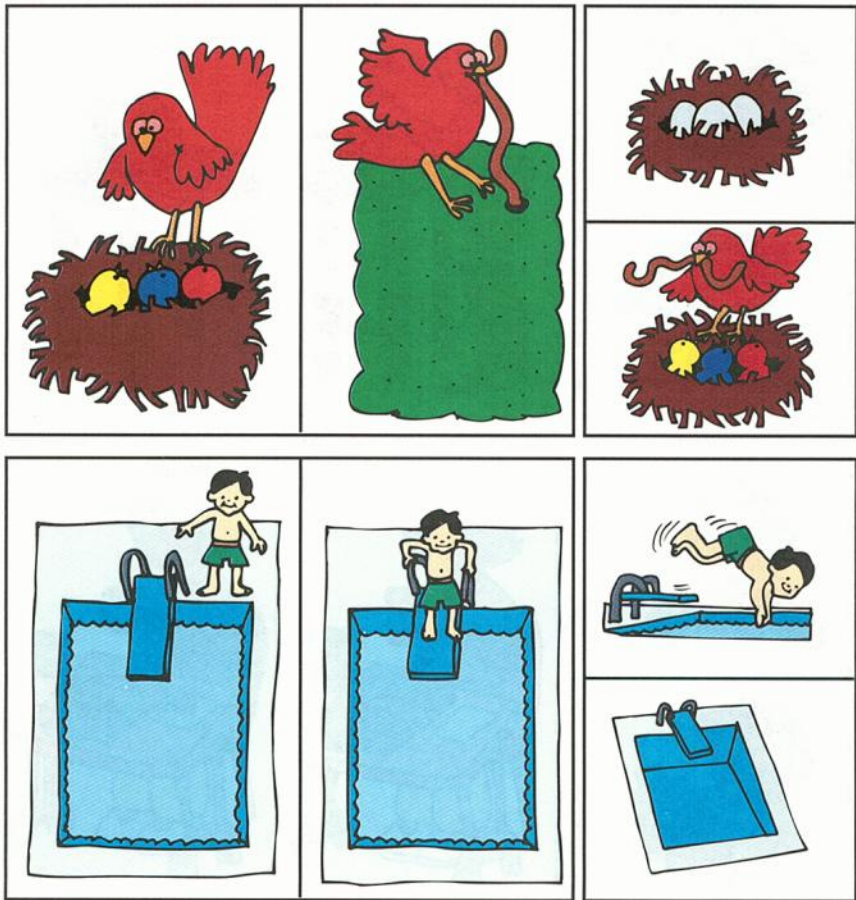
**Directions:** Draw a circle around the small picture that shows what happened right before the pictures in the big boxes.





## What Comes After?

**Directions:** Look at the large pictures. Draw a circle around the small picture that shows what would happen next.

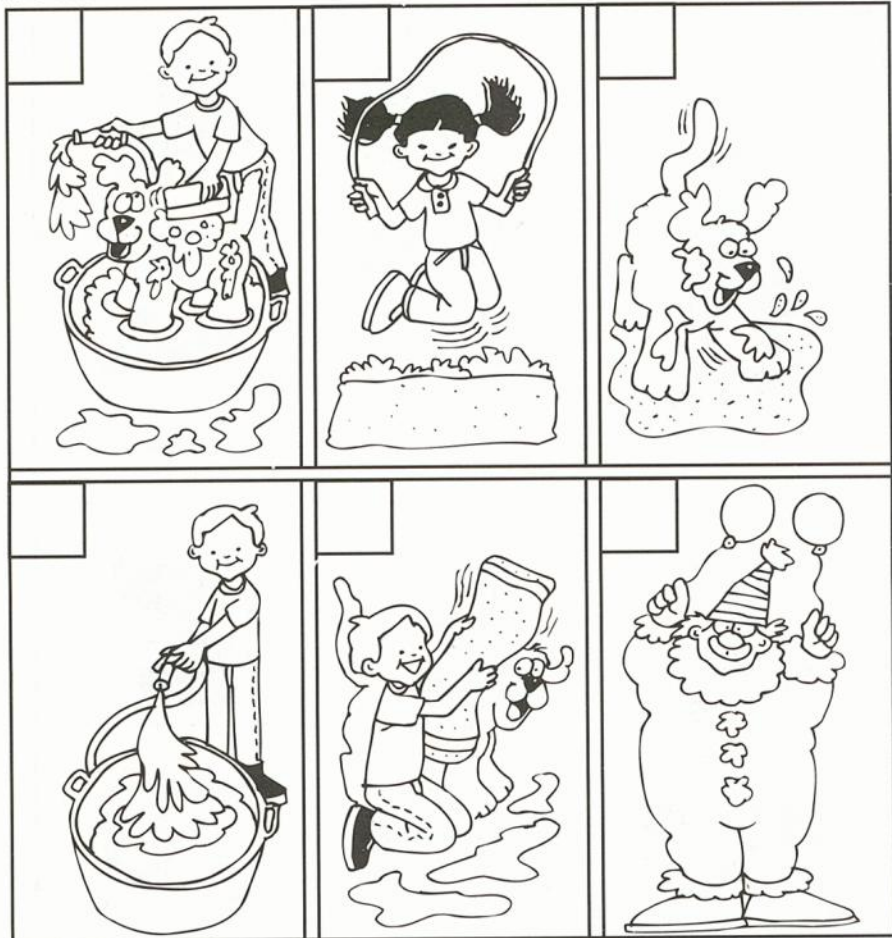






## Story Order

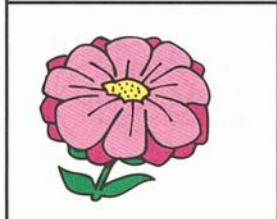
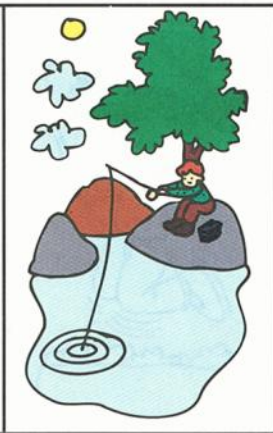
**Directions:** Find the four pictures that tell a story. Color them. Write numbers in the boxes to show the order they belong in.





## Story Sense

**Directions:** Look at the large pictures. Draw a circle around the small box that shows what is more likely to happen next.





## Review

**Directions:** Draw lines to match the opposites.



big



hot



open



up



cold



down



little

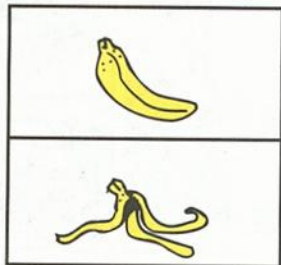


closed

**Directions:** Cross out the picture that doesn't belong.



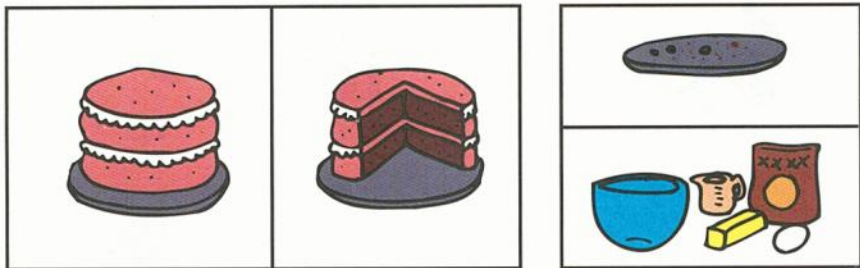
**Directions:** Circle the picture that shows what comes before.



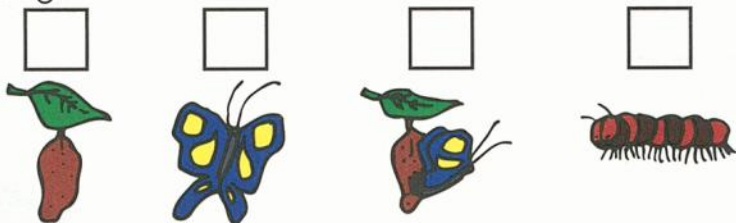


## Review

**Directions:** Circle the picture that shows what comes after.



**Directions:** Write numbers in the boxes to show what order they belong in.



**Directions:** Circle the picture that shows what is likely to happen next.

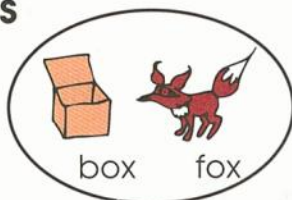






## Rhyming Pairs

**Directions:** Circle the pairs that rhyme.  
(Words with the same ending sounds.)



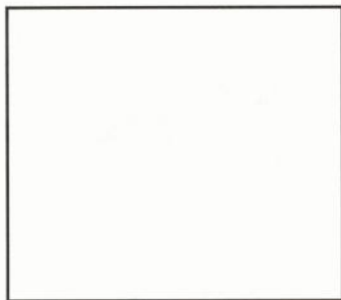


## Rhyming Game

**Directions:** Think of a word that rhymes with the word given. Draw a picture. Write the word.



cat



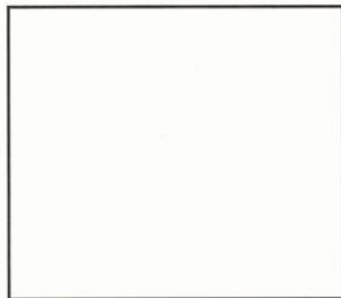
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---

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pan



---

---

---



bug



---

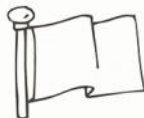
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## Beginning Sounds

**Directions:** Look at the picture in each box. Say its name. Color the pictures in that row beginning with the same sound.



## Words That Start With L

Directions: Color the picture in each box that starts like **lamb**.





## More Beginning Sounds

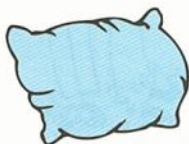
**Directions:** Look at the pictures. Say their names. Draw a line between pictures beginning with the same sound.



bee



door



pillow



turtle



drum



bug



top



pig

## Words That Begin With r

**Directions:** Color the picture. Circle the six things that start with the sound of the letter r.





## Beginning Sounds

**Directions:** Look at each picture. Say its name. Circle the letter the word begins with.



d      f



g      s



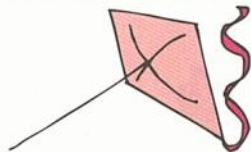
d      m



r      n



m      f



k      b



l      h



s      w



t      k



n      d



l      p



y      w



# Review

**Directions:** Circle the pairs that start with the same letter.







## Words With a

**Directions:** Write the letter **a** to finish each word. Draw a line to match the word and its picture.

b by



c t



m p



b ll



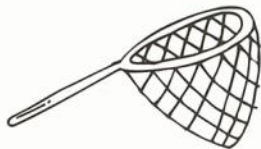
p n





## Words With e

**Directions:** Color the pictures. Say the name of each picture. Write the letter **e** to finish each word.



n t



b d



b ll



p n



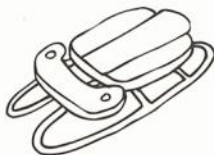
j t



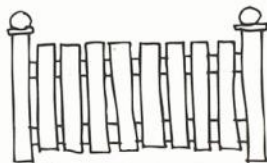
h n



t n



s l d

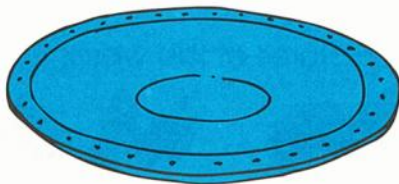


f nce



## Words With i

**Directions:** Say the name of each picture. Draw lines from the dish to the pictures with the same middle sound.



**Directions:** Write the letter **i** to finish each word. Say the words.

f

sh

p

g

p

n



## Words With o

**Directions:** Write the letter **o** to finish each word. Say the word.

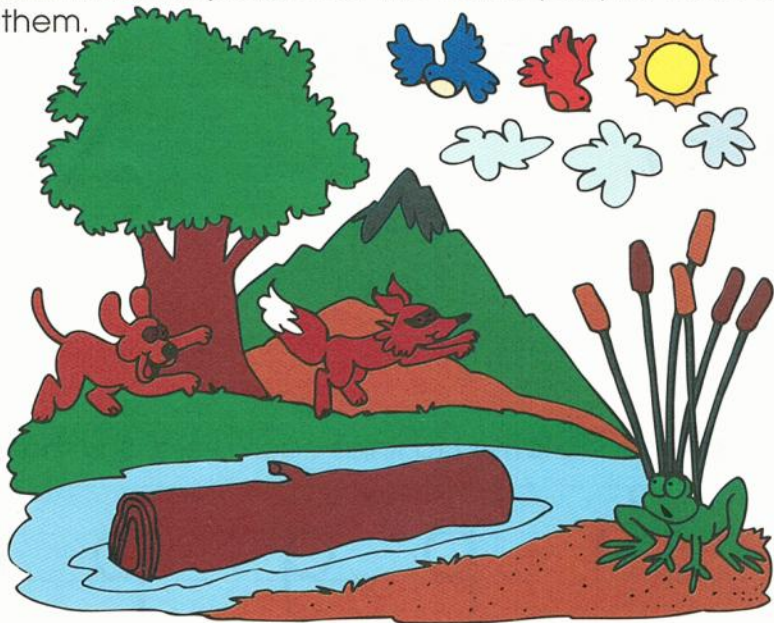
f x

l g

d g

fr g

**Directions:** Find the pictures of the words you just wrote and circle them.







## Words With u

**Directions:** Write the letter **u** to finish each word. Say the word.  
Draw a line to match each word with its picture.

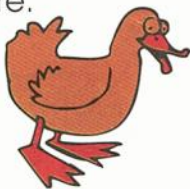
g m

b s

c p

d ck

















b g





## Middle Sounds

**Directions:** Look at the picture in each box. Say its name. Color the pictures in that row that have the same middle sound.

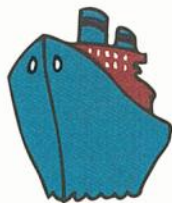
			
			
			
			



## Middle Sounds

**Directions:** Look at the picture. Say its name. Draw a line to the letter that makes its middle sound.

a



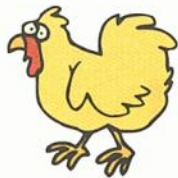
e



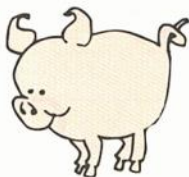
i



o



u



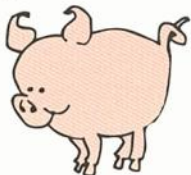


# Review

**Directions:** Trace the letters.



**Directions:** Say the name of each picture. Write the correct letter to finish each word.



b

ll

p

g

c

p



b

d

d

g

p


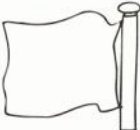












n





## Ending Sounds









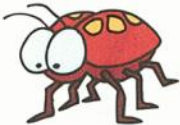
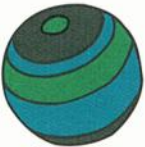


**Directions:** Look at the picture in each box. Say its name. Color the pictures in each row that end with the same sound.



## Ending Sounds













**Directions:** Look at the picture in each box. Say its name. Circle the letter that the word ends with.

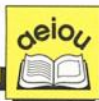
 d t	 b p	 x s
 n m	 g f	 s b
 r t	 d r	 g v
 l p	 k m	 t n



## Word Families

**Directions:** Say the name of the picture in the box. Color the pictures in each row that have the same ending sound.



## Words That End With an

**Directions:** Say the name of each picture. Draw a line to match each picture with its word. Write the missing letter.

f      n

c      n

p      n



**Directions:** Can you write the word that matches this picture?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_







## Words That End With at

**Directions:** Say the name of the picture. Write the missing letters.

h      t



**Directions:** Write these words that end the same as hat.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Directions:** Can you think of another word that sounds like hat? Write the word. Draw the picture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Review

**Directions:** Trace the words.

fat

red

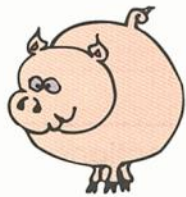
big

**Directions:** Look at each picture. Say the word. Pick a word from the top with the same ending as the word in the picture. Write the words to finish the sentences.

The bed is red.



The \_\_\_\_\_ is \_\_\_\_\_.



The \_\_\_\_\_ is \_\_\_\_\_.





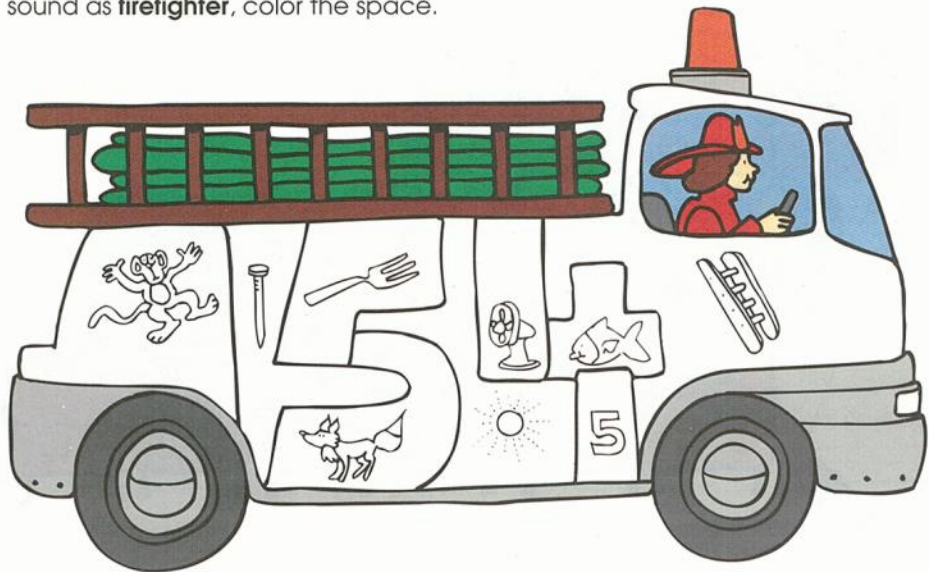
## Beginning Consonant Ff

Find the number on the firefighter's truck.



**F f** firefighter

**Directions:** Say each picture name. If the picture name begins with the same sound as **firefighter**, color the space.



Would you like to be a firefighter? Why or why not?



# Beginning Consonant Mm

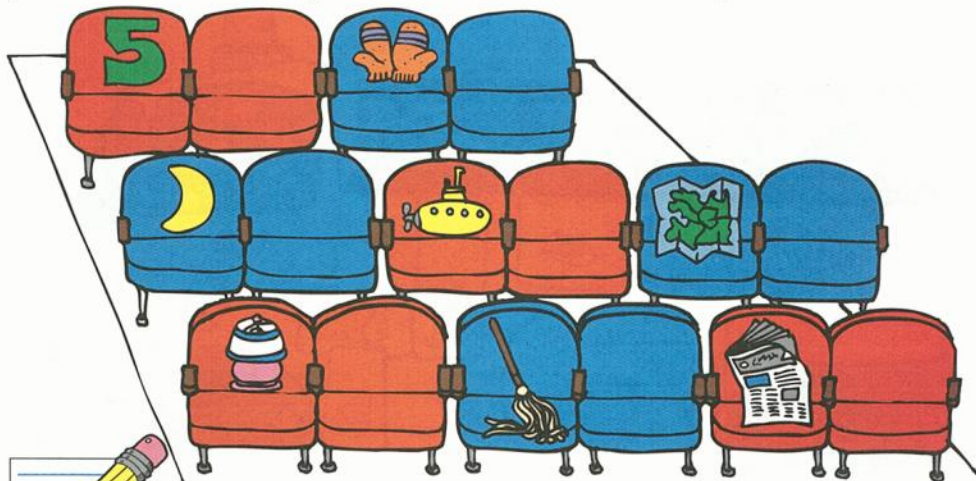
How many monkeys meet at the movie?



M m

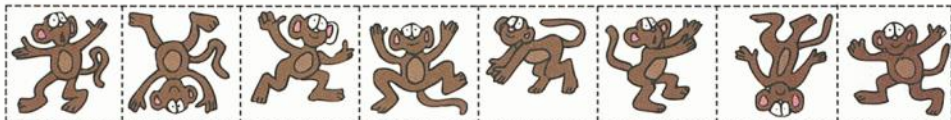
monkeys

**Directions:** Cut out the pictures at the bottom. Paste them beside things in the picture whose names begin with the same sound as **monkeys**.



Will the monkeys misbehave at the movie?

What kind of mischief might they make?







## Beginning Consonant Ss

On sunny days, Sumi plays in her sandbox.

**S s****sandbox**

**Directions:** Sumi only plays with things that begin with the same sound as **sandbox**. Say the picture names. Draw a line from Sumi to each picture whose name begins with the same sound as **sandbox**.



What do you like to do on sunny days?



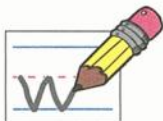
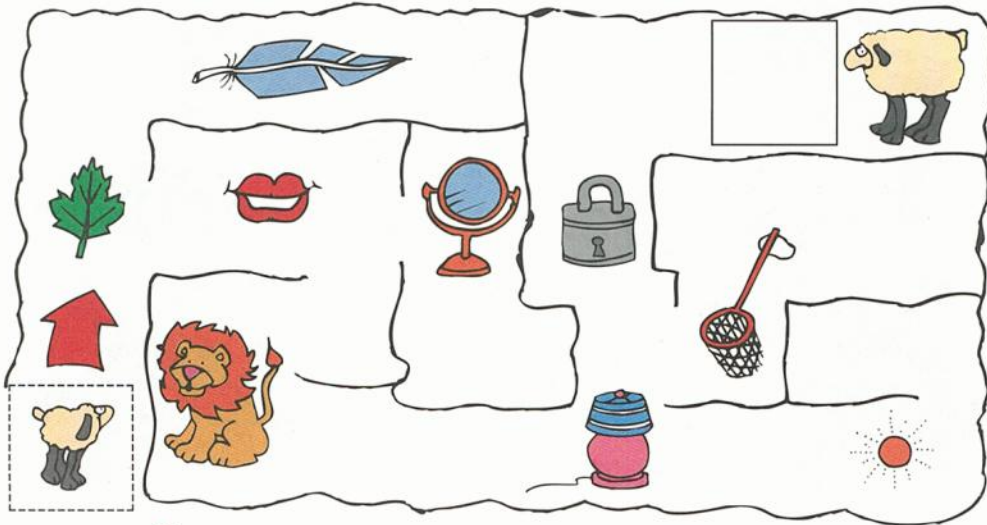
# Beginning Consonant L

Help the little lost lamb find its mother.



**L I    lamb**

**Directions:** Cut out the picture of the lamb at the bottom. Use the picture to follow the path to its mother. Each time you pass a picture whose name begins with the same sound as **lamb**, mark an **L** on it. When you are through, paste the baby next to its mother.

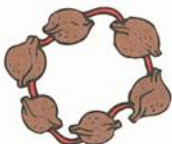


A lamb's parents are called sheep. List the names of other animal babies and their parents.



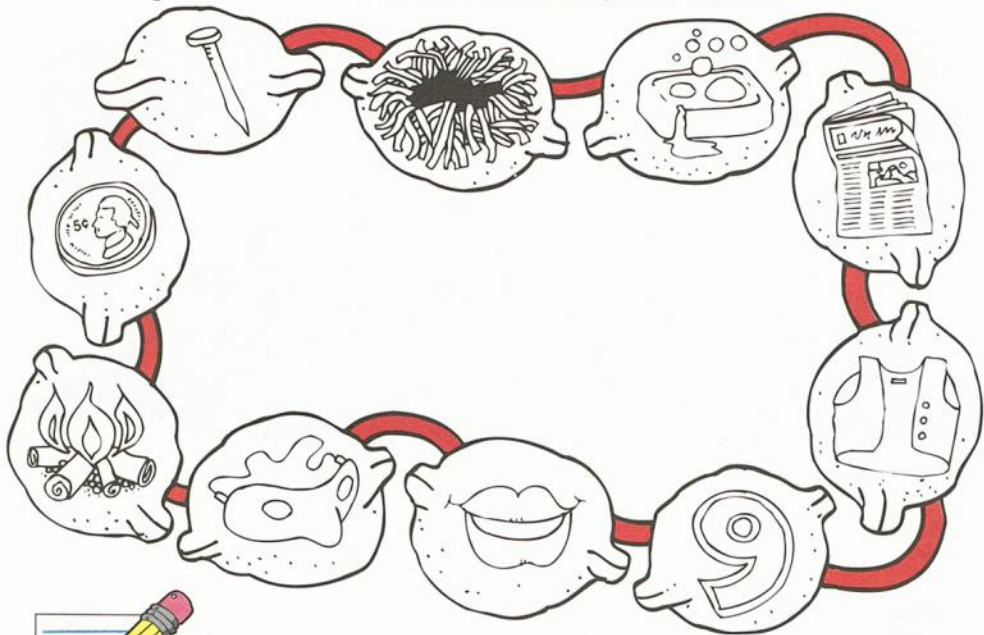
## Beginning Consonant Nn

Can you make a necklace out of nuts?



N n necklace

**Directions:** Say the picture name on each nut on the necklace. If the picture name begins with the same sound as **necklace**, color the nut.



Explain how to make something using things found in nature.  
Be sure the steps are in the right order.



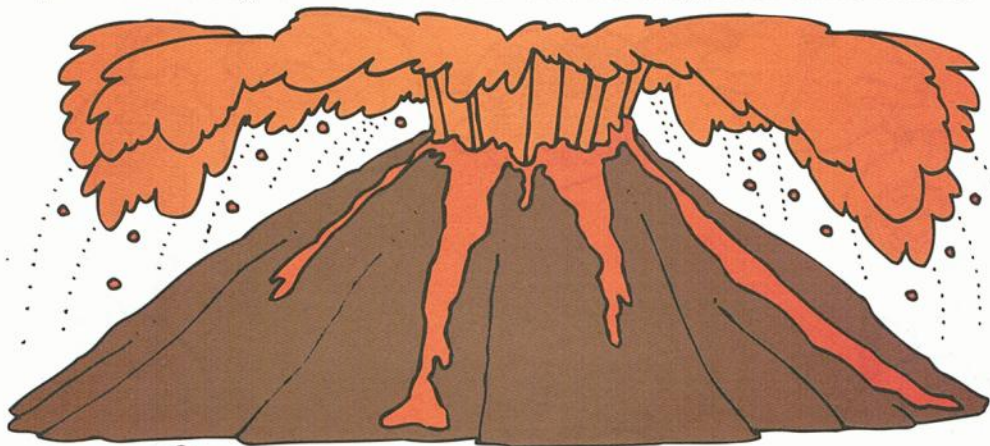
# Beginning Consonant Vv

Look out! The volcano is ready to erupt!



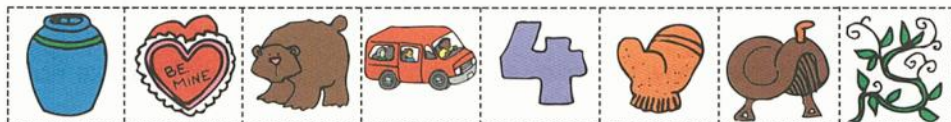
V v volcano

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **volcano**, paste it on the volcano.



What do you know about volcanoes?

What would you like to find out about volcanoes?







## Beginning Consonant Bb

You can keep buns in a basket.



**B b**     **basket**

**Directions:** Look at the pictures that show how baskets can be used. Say each picture name. If the picture name begins with the same sound as **buns** and **basket**, color it.

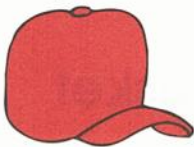


Think of other ways to use baskets.  
Your ideas can be silly or sensible.



# Beginning Consonant Cc

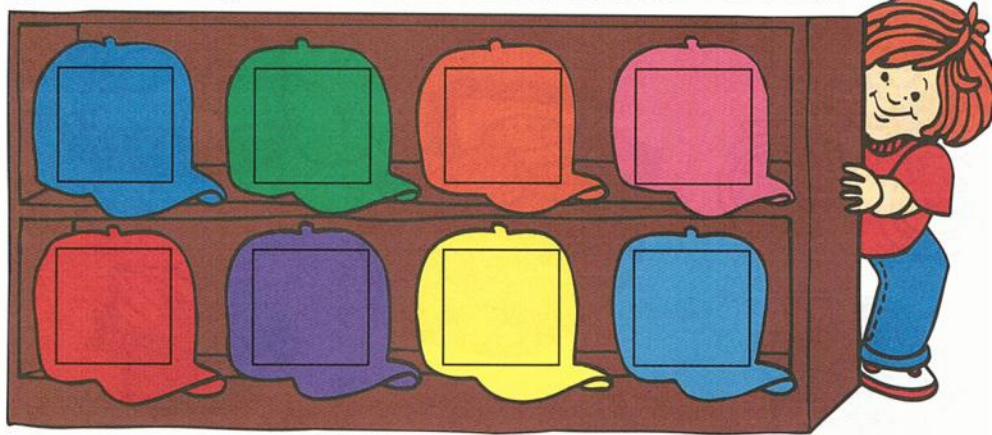
Carla is looking for a team cap.



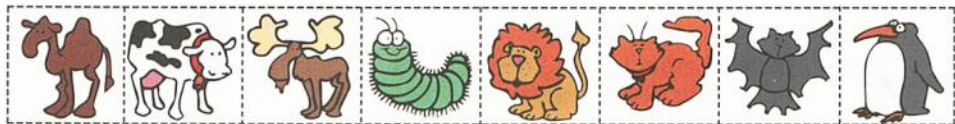
C c

cap

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **cap**, paste it on a cap.



If you could meet your favorite team player, what would you ask him or her?



# Beginning Consonant Pp

Come to Pete's pizza party!



P p pizza

**Directions:** Pete is so picky he only serves foods whose names begin with the same sound as **pizza** at his party. What else does Pete serve? Say the picture names. Draw a line from Pete to each picture whose name begins with the same sound as **pizza**.



What foods would you serve at a party? Plan a menu.  
Ask if you can use the menu for your next birthday party.



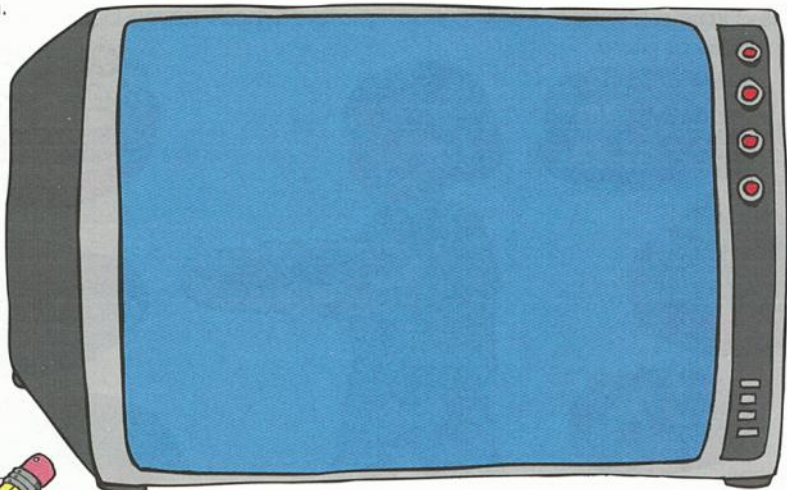
# Beginning Consonant Tt

Tune in to your favorite television show.



**T t television**

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **television**, paste it on the television.



What do you think of this?

Children should only watch television one hour a week.







# Beginning Consonant Gg

What gift did the girl get?



**G g gift**

**Directions:** Say each picture name. Color the space if the picture name begins with the same sound as **gift**.



















What will the girl say when she opens her gift?



## Reviewing Beginning Consonants

**Directions:** Say each picture name. Circle the letter that stands for the beginning sound.

 <p>p m n</p>	 <p>v t s</p>	 <p>f g p</p>	 <p>b t l</p>
 <p>s c p</p>	 <p>l p b</p>	 <p>m g v</p>	 <p>g p n</p>
 <p>m p n</p>	 <p>t g p</p>	 <p>f n v</p>	 <p>f l t</p>
 <p>g f c</p>	 <p>p b f</p>	 <p>v l t</p>	 <p>s l c</p>



# Short Vowel a

How many people can fit in a van?



**van**

**Directions:** Short **a** is the sound you hear in the middle of the word **van**. Pretend your finger is a van at the top of the hill. Smoothly move your finger down the hill as you blend the letter sounds to read each word. Then write the word on the line.

g



a

s

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

m



a

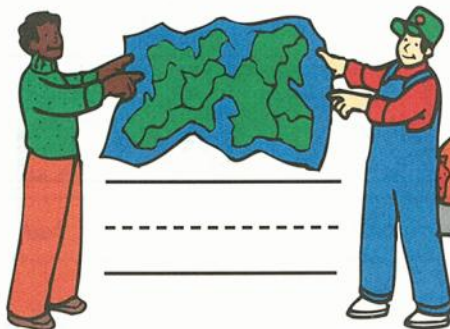
p

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

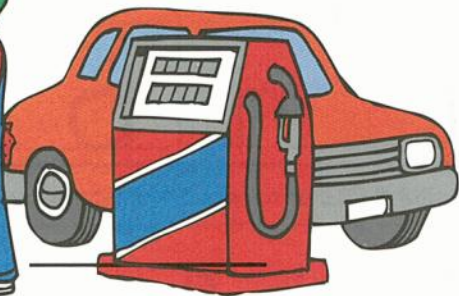
**Directions:** Write the word from above that names each picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









# Short Vowel i

This pig likes to dig and dig.



pig

**Directions:** Short i is the sound you hear in the middle of the word **pig**. Say each picture name. Write i if you hear the short i sound.

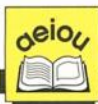
 ch ck	 p n	 g ft
 f n	 b ke	 w g

**Directions:** Circle the word that names each picture.

big fit bib

pan pig pin





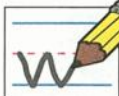
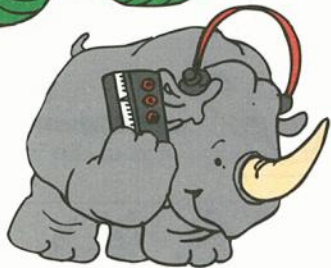
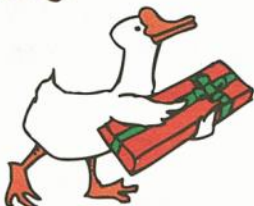
## Beginning Consonant Rr

Welcome to the remarkable animal ranch.  
Look! There's a rabbit racing on roller skates!

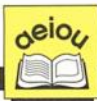


**R r** rabbit

**Directions:** Say the picture name of each remarkable animal. If the picture name begins like **rabbit**, mark an **r** it.



Write a comic strip about the remarkable animal ranch.



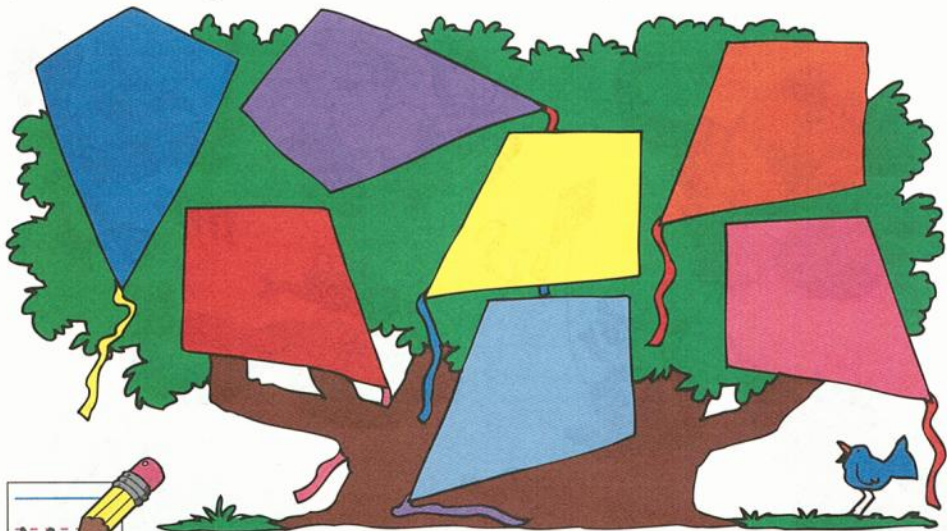
## Beginning Consonant Kk

Look at the kites in the big tree!



K k kite

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **kite**, paste it on a kite in the tree.



If your kite were up high in a tree, how would you get it down?





## Beginning Consonant Jj

Jack put too much junk in his jeep.



J j jeep

**Directions:** Say the picture name for each piece of junk in Jack's jeep. If the picture name begins with the same sound as **jeep**, mark a **j** on it.



Finish this sentence: I have too much junk in my \_\_\_\_\_, but \_\_\_\_\_.



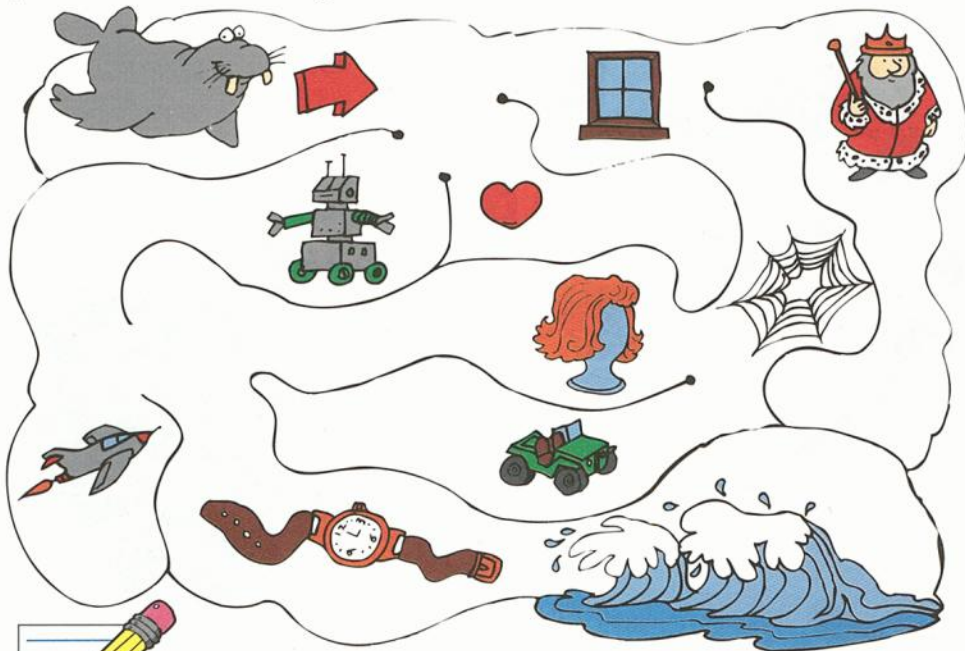
## Beginning Consonant Ww

Winnie Walrus wants to play in the waves.



W w walrus

**Directions:** Help Winnie get to the ocean water. Follow the path with the pictures whose names begin with the same sound as **walrus**.



Write about an adventure Winnie has in the ocean.



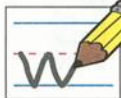
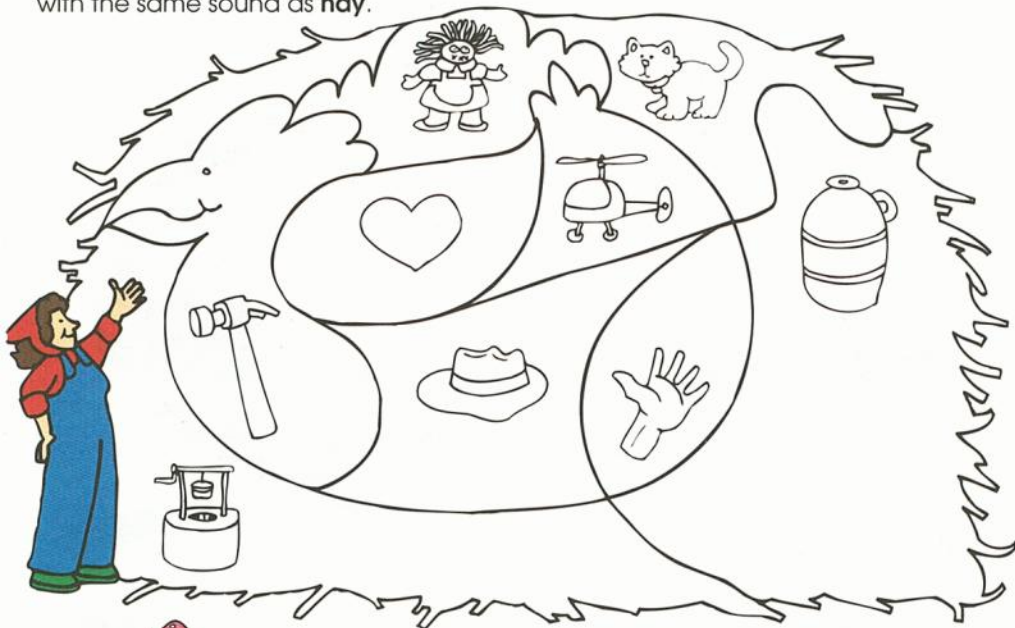
# Beginning Consonant Hh

Who is hiding in the farmer's hay?



H h    hay

**Directions:** Say each picture name. Color the space if the picture name begins with the same sound as **hay**.



Imagine you are a farmer. What is your farm like?  
What do you do for fun?



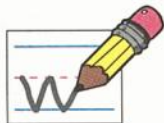
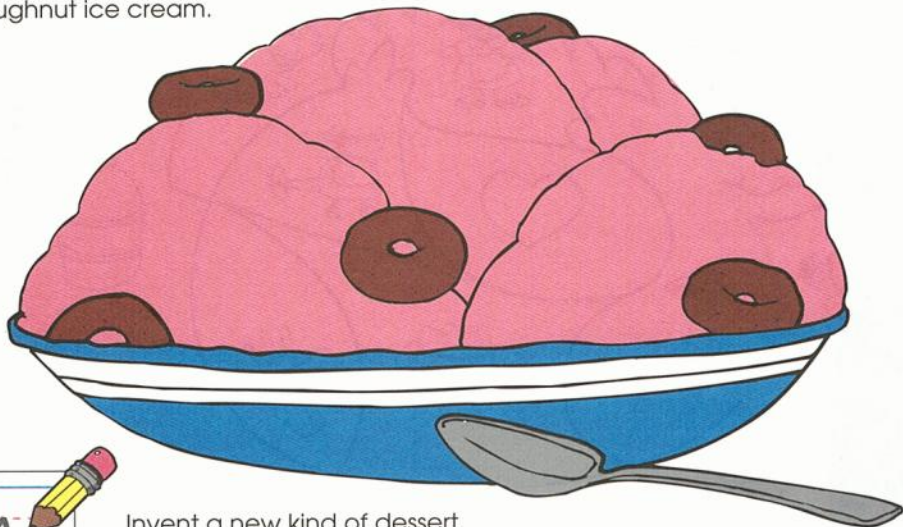
# Beginning Consonant Dd

Doughnut ice cream is my favorite dessert!



**D d** doughnuts

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **doughnuts**, paste it on the dish of doughnut ice cream.



Invent a new kind of dessert.  
Draw a picture to go with your writing.





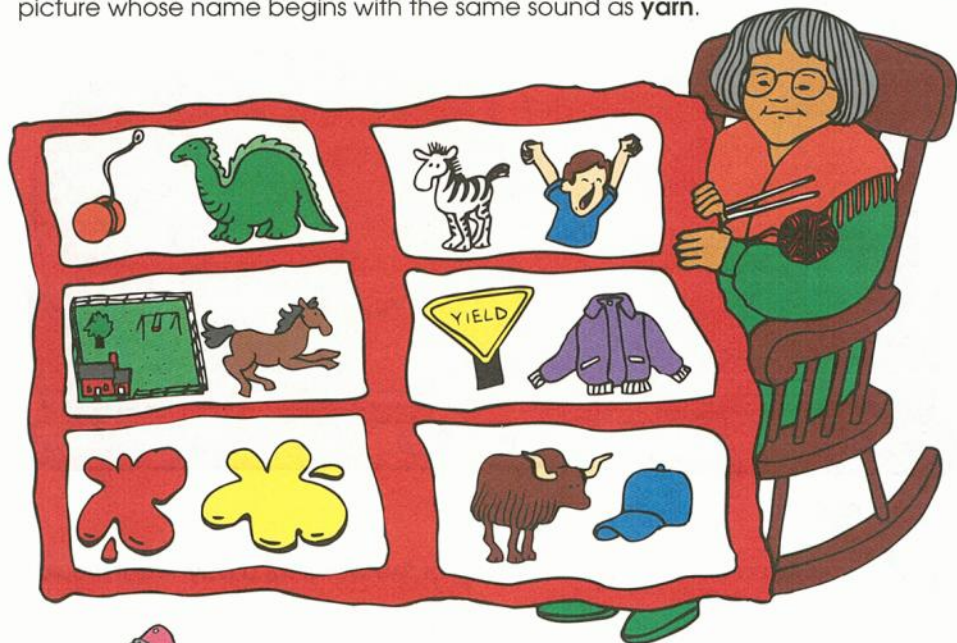
# Beginning Consonant Yy

Yuriko knits a yarn blanket for her great grandson.



**Y y yarn**

**Directions:** Say the picture names in each square on Yuriko's blanket. Circle the picture whose name begins with the same sound as **yarn**.



Write about something special that someone made for you.



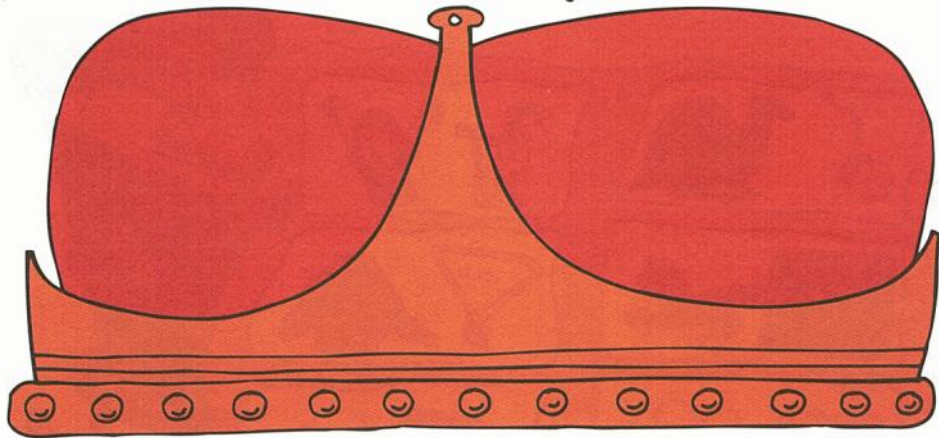
# Beginning Sounds Qu/qu

How quickly can you decorate the queen's crown?



Qu qu queen

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sounds as **queen**, paste it on her crown.



If you could be queen or king of the world for a day, what would you do?







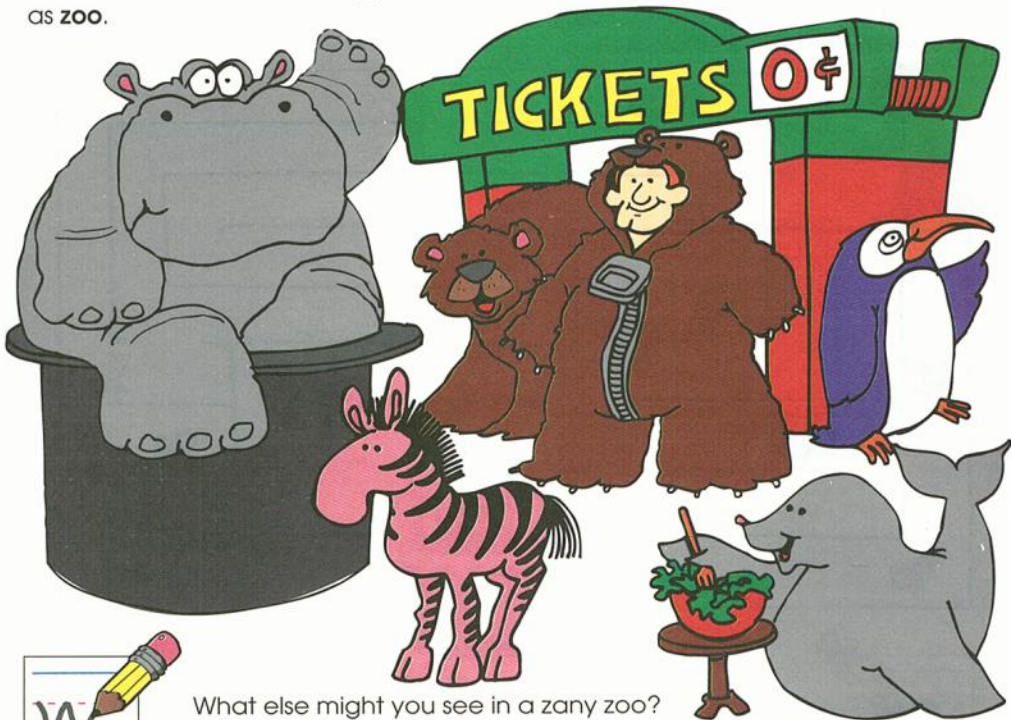
# Beginning Consonant Zz

Step inside the zany zoo!



Z z zoo

**Directions:** Circle three zany pictures whose names begin with the same sound as zoo.



What else might you see in a zany zoo?



# Ending Consonant x

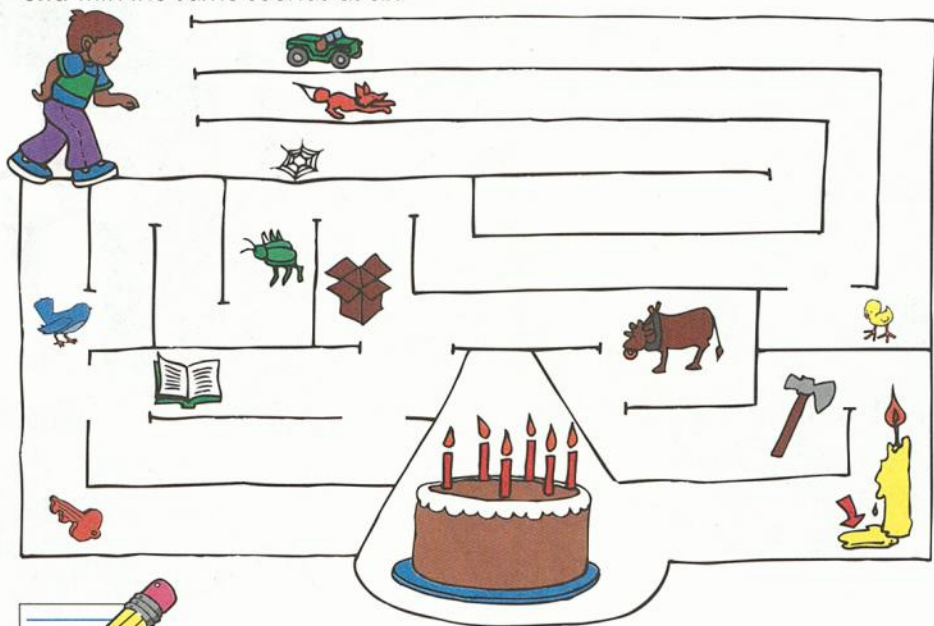
Rex is six today.

# 6

# X x

# sx

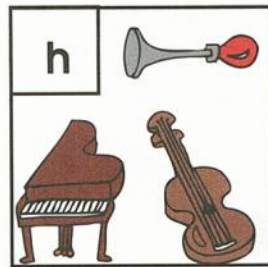
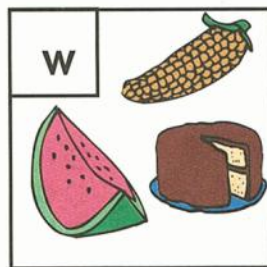
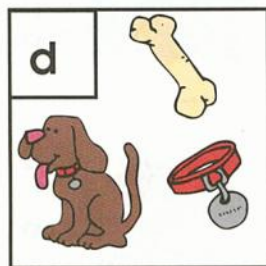
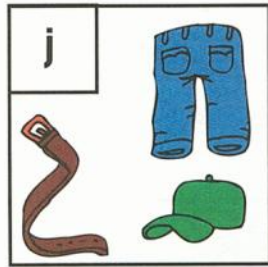
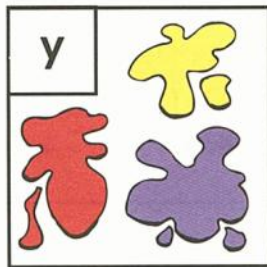
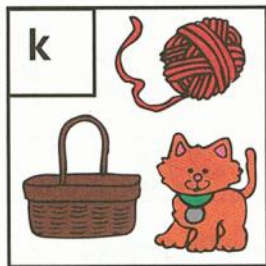
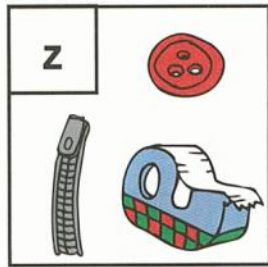
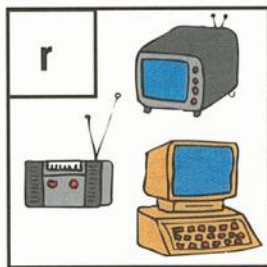
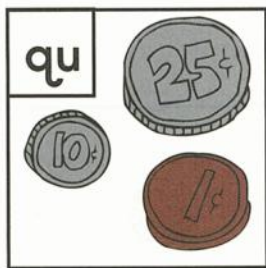
**Directions:** The word **six** ends with the sounds that the letter **x** stands for. Help Rex get to his birthday cake. Follow the path with the pictures whose names end with the same sounds as **six**.



What do you think of this? Six is the best age of all!

## Reviewing Beginning Consonants

**Directions:** Look at the letters in the boxes. Then say each picture name. Draw a line from the letter to the picture whose name begins with the sound that the letter stands for.







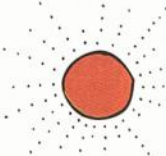









## Ending Consonants

**Directions:** Say each picture name. Fill in the circle next to the letter that stands for the last sound.

Example:



- ☒ p  
☐ d  
☐ m

 <p> <input type="radio"/> l  <input type="radio"/> d  <input type="radio"/> t         </p>	 <p> <input type="radio"/> x  <input type="radio"/> v  <input type="radio"/> d         </p>	 <p> <input type="radio"/> f  <input type="radio"/> x  <input type="radio"/> n         </p>
 <p> <input type="radio"/> l  <input type="radio"/> b  <input type="radio"/> n         </p>	 <p> <input type="radio"/> m  <input type="radio"/> f  <input type="radio"/> s         </p>	 <p> <input type="radio"/> g  <input type="radio"/> f  <input type="radio"/> x         </p>
 <p> <input type="radio"/> s  <input type="radio"/> v  <input type="radio"/> m         </p>	 <p> <input type="radio"/> x  <input type="radio"/> m  <input type="radio"/> t         </p>	 <p> <input type="radio"/> n  <input type="radio"/> p  <input type="radio"/> b         </p>
 <p> <input type="radio"/> s  <input type="radio"/> p  <input type="radio"/> f         </p>	 <p> <input type="radio"/> n  <input type="radio"/> d  <input type="radio"/> b         </p>	 <p> <input type="radio"/> g  <input type="radio"/> t  <input type="radio"/> b         </p>













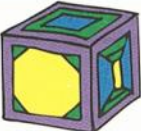









# Consonant Blends

The frog stopped on the plant.



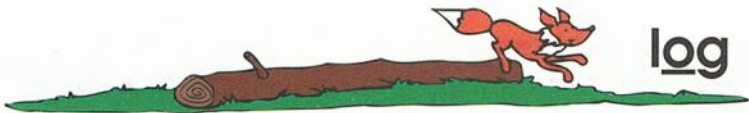
**Directions:** The sounds you hear at the beginning of **f**rog, **s**topped, and **pl**ant are consonant blends. Say the name of the first picture in each row. Circle each picture in the row whose name begins with the same blend.

 <b><u>f</u>ruit</b>				
 <b><u>s</u>tar</b>				
 <b><u>pl</u>ant</b>				
 <b><u>cl</u>ock</b>				



## Short Vowel o

The fox hops over the log.



**Directions:** Short **o** is the sound you hear in the middle of the word **log**. Look at the picture. Read the sentence and circle the word that completes it. Then write the word on the line.



Don and Todd sit on the \_\_\_\_\_.

cot  
cat  
got



Tom got a tan \_\_\_\_\_.

dig  
dog  
jog



A top is in the big \_\_\_\_\_.

fox  
box  
fog



Mom has the hot \_\_\_\_\_.

pot  
pat  
pop



Dot's job is to \_\_\_\_\_.

mat  
mop  
mob



## Short Vowel u

Would you like to hug the pup?



**pup**

**Directions:** Short **u** is the sound you hear in the middle of the word **pup**.  
Underline the sentence that tells about each picture.



The gum is on the rug.

The pup jumps in the tub.



Bud will run to the bus.

The cub is in the sun.



## Short Vowel e

The little spider left its web.



**web**

**Directions:** Short **e** is the sound you hear in the middle of the word **web**. Circle the word that will complete each sentence. Read the sentence again to be sure that it makes sense. Then write the word on the line.

1. Peg will get in \_\_\_\_\_ .      **bed   web   hen**

2. Ed fed his \_\_\_\_\_ .      **peg   pot   pet**

3. A red hen is in a \_\_\_\_\_ .      **pen   peg   pep**

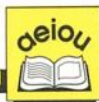
4. Bev has a wet \_\_\_\_\_ .      **let   leg   led**

5. The ten men get on the \_\_\_\_\_ .      **jet   met   bet**

6. Chet sat on the top \_\_\_\_\_ .      **pep   stop   step**

7. Get the bug in the \_\_\_\_\_ .      **not   net   nut**









# Sound Pattern -an



Can you make a fan?

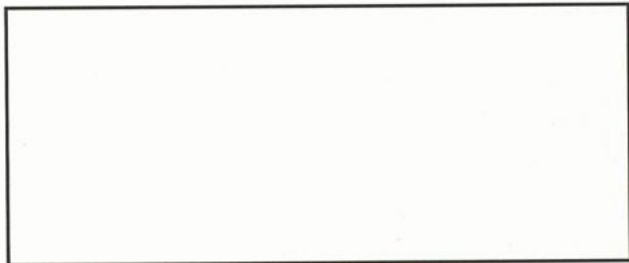
**fan**

**Directions:** Say each picture name. Circle the word that names the picture. Write the word on the line.

 <p>can _____ fan _____ ran _____</p>	 <p>can _____ tan _____ pan _____</p>
 <p>pan _____ ran _____ man _____</p>	 <p>man _____ ran _____ van _____</p>

**Directions:** Draw a picture to go with this sentence.

Dan has a tan van.





## Sound Pattern -it

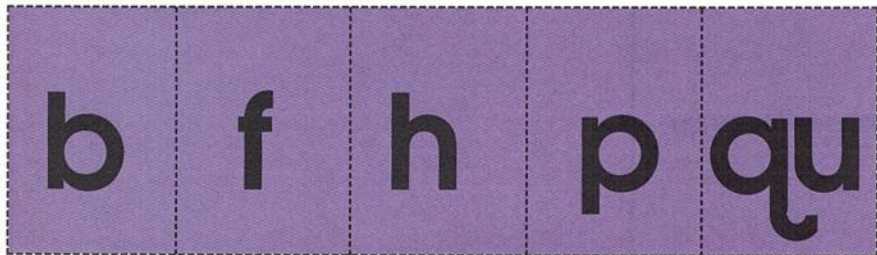
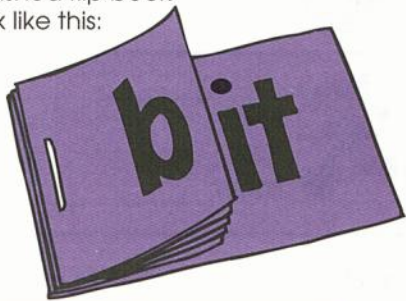
Kit will sit and read a little flip book.



**sit**

**Directions:** You can make a little flip book to help you read words. Cut out the cards. Put the big card with the word **sit** on the bottom. Put the letter cards on top of the big card. Staple the cards on the far left side. Then flip the cards and read each word.

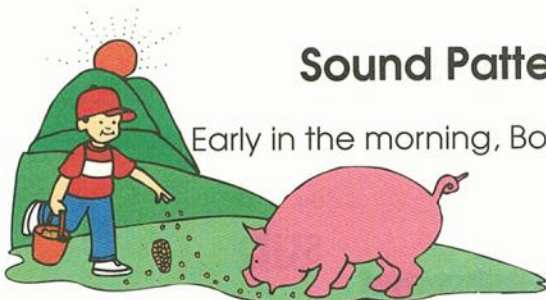
Your finished flip book will look like this:





# Sound Pattern -og

Early in the morning, Bob feeds the hog.



hog

**Directions:** Read the rhyme to find out what Bob does next. Circle the word that completes each sentence. Then write the word on the line.



Every day Bob likes to \_\_\_\_\_.

jog  
dog  
fog



Can he see in all this \_\_\_\_\_?

hog  
fog  
fog



No, Bob trips on a fat \_\_\_\_\_.

dog  
log  
jog



But he gets help from his big \_\_\_\_\_!

hog  
fog  
dog



## Sound Pattern -ub

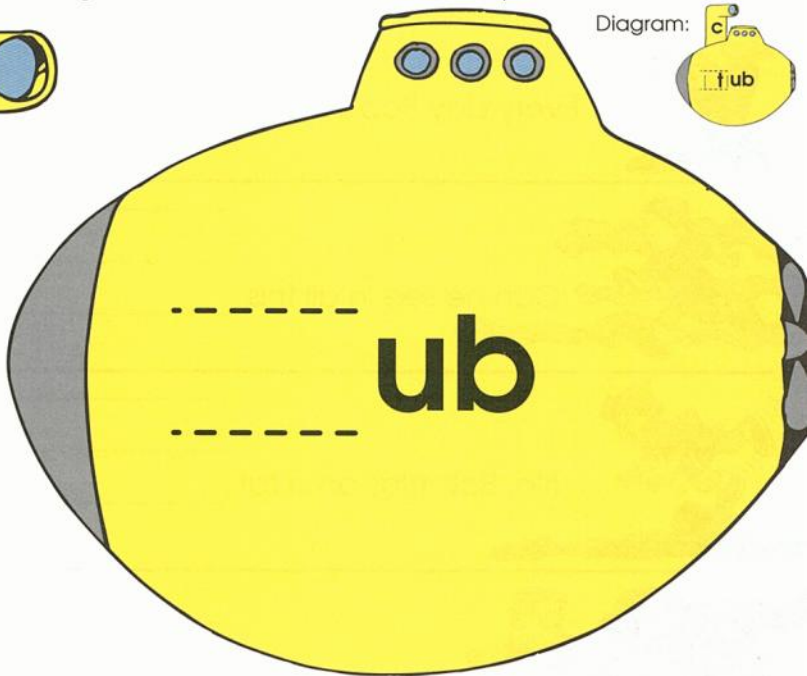
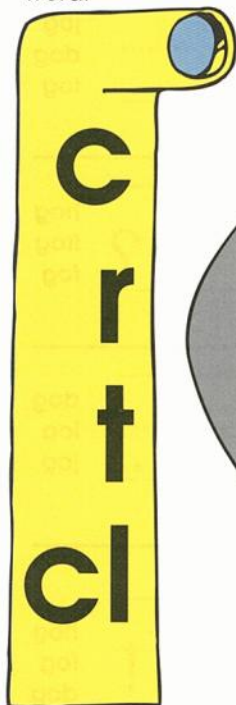
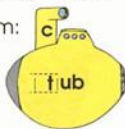
The sub is going under!



sub

**Directions:** Cut out the sub and the scope. Cut on the dotted lines to make slits. Slip the scope through the slits on the sub. Slide the scope and read each new word.

Diagram:







## Sound Pattern -et

let

**Directions:** Look at the pictures. Read each sentence. Match the sentences with the pictures by drawing a line.



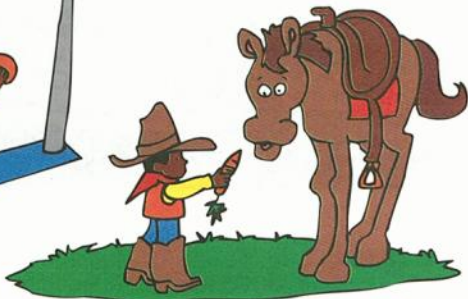
I want to hit the net!



I want a big, big pet!



I want to get real wet!

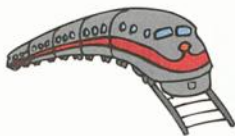


I want to fly a jet!



## Long Vowel a

Can you play the train game on this tray?



train

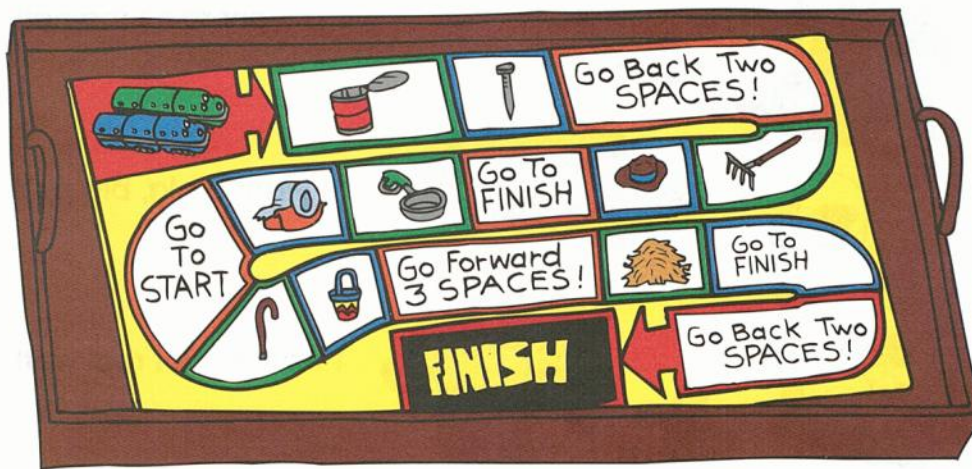


game



tray

**Directions:** Long **a** is the sound you hear in the words **train**, **game**, and **tray**. Say each picture name on the game. Circle the picture if you hear the long **a** sound.



Write rules for this train game.  
Use your rules to play the game with a friend.

# Long Vowel a

**Directions:** Say the name of each picture. Circle the letters that stand for the long **a** sound in the picture name. The first ones show you what to do.



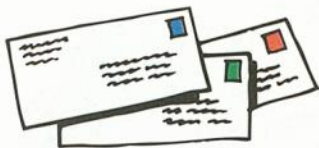
vase



sail



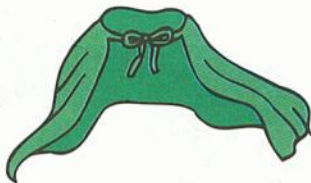
pay



mail



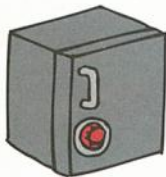
jay



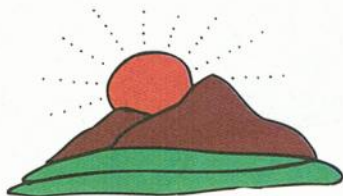
cape



lake



safe



day



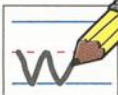
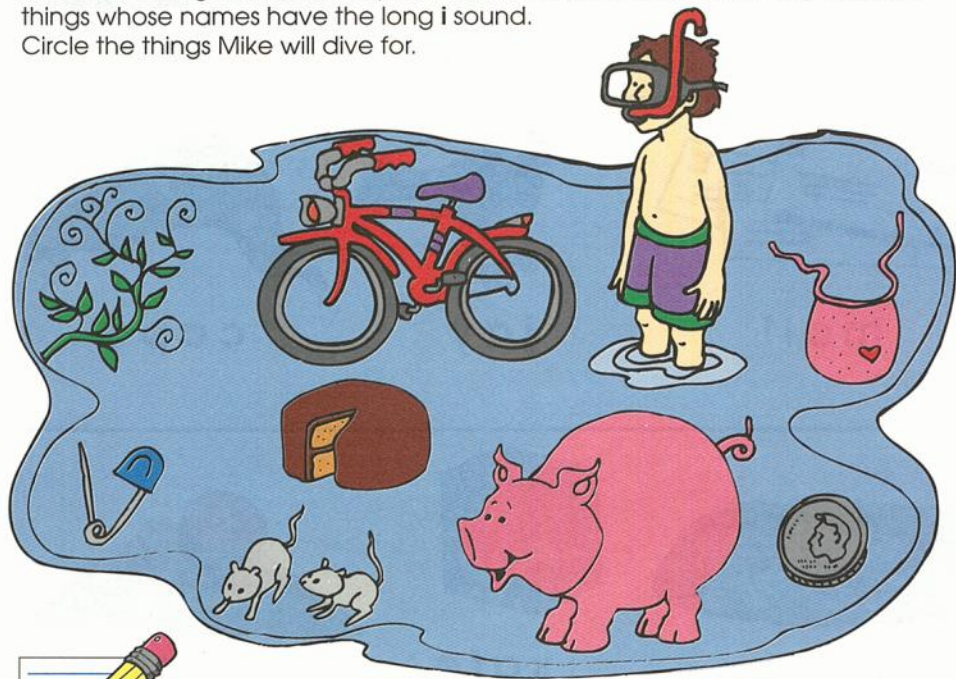
## Long Vowel i

Mike will dive for a dime.



dime

**Directions:** Long **i** is the sound you hear in the word **dime**. Mike only dives for things whose names have the long **i** sound. Circle the things Mike will dive for.



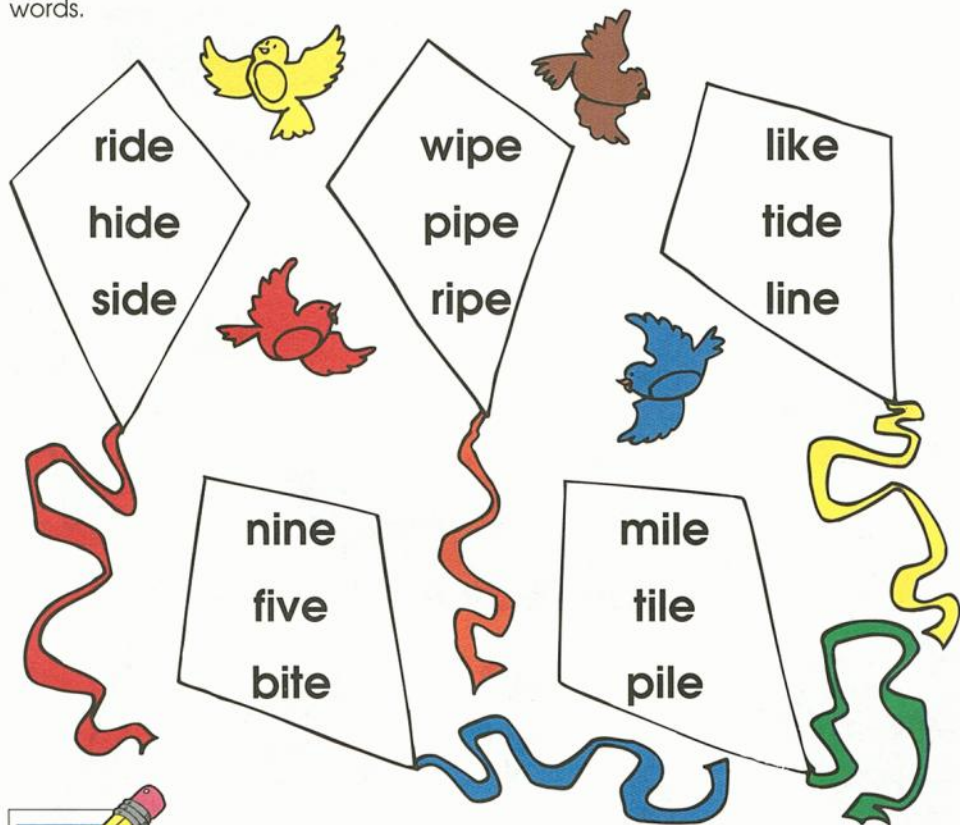
How does it feel when you dive underwater?





## Long Vowel i

**Directions:** Words that have the same ending sounds are called rhyming words. Read the words on each kite. Color the kites that have three rhyming long i words.



Write a short rhyme using the words on one of the kites you colored.

# Long Vowel o

Joan loads a rope on her boat.



rope



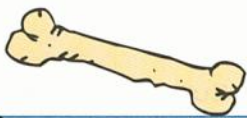
boat

**Directions:** Long **o** is the sound you hear in the words **rope** and **boat**. Joan only loads things on her boat whose names have the long **o** sound. Say the picture names. Draw a line from the boat to each picture whose name has the long **o** sound.



# Long Vowel o

**Directions:** Say the name of each picture. Finish the name by writing **o** and **e** or **oa** when you hear the long **o** sound.



b n



t p



n n



fr g



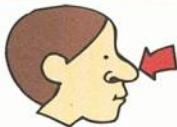
c t



g t



f x



n s



g t



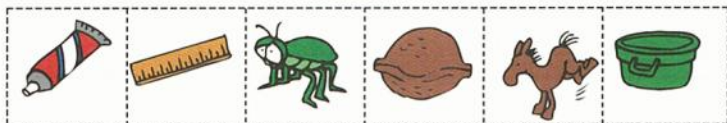
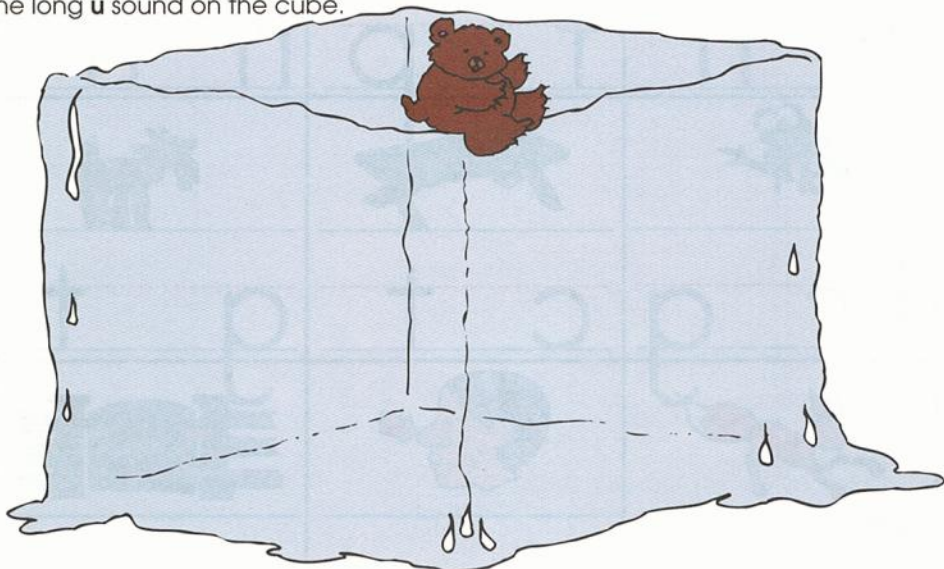
## Long Vowel u

The cute cub sits on a cube.



**cube**

**Directions:** Long **u** is the sound you hear in the word **cube**. Cut out the pictures at the bottom. Say each picture name. Paste the pictures whose names have the long **u** sound on the cube.







## Long Vowel u

**Directions:** Look at the pictures. Read the words. Draw a line from each word to the picture it tells about.

cute



cube



prune



tune



mule



huge



fuse



tube



June



dune



flute



rule





# Long Vowel e

What does the team see in the tree?

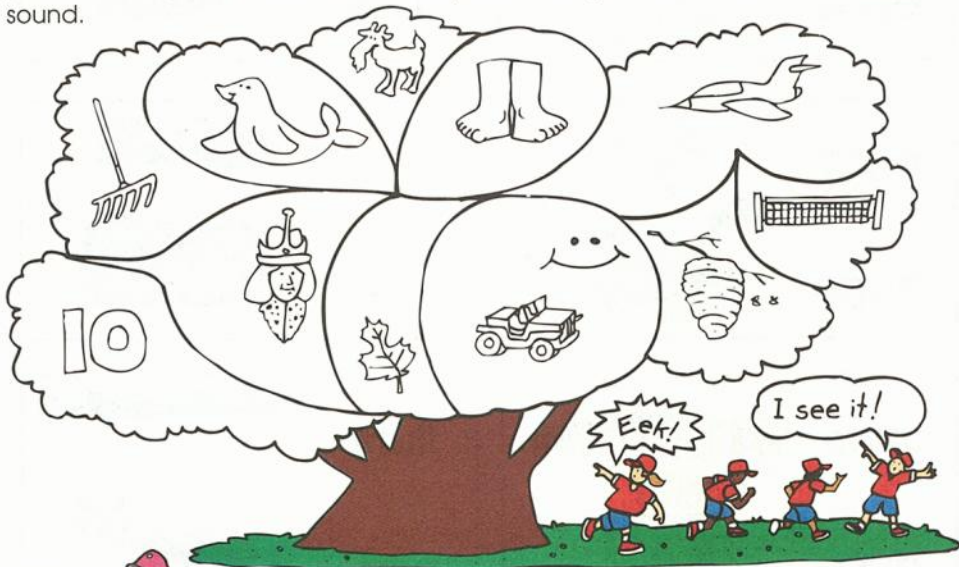


team

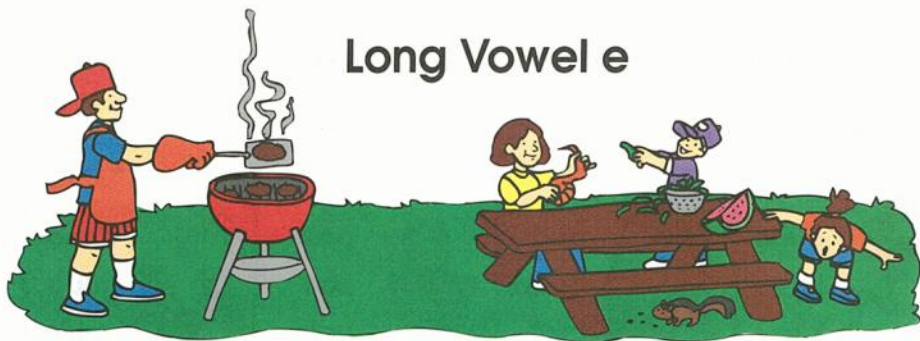


tree

**Directions:** Long **e** is the sound you hear in the words **team** and **tree**. Say each picture name on the tree. Color the space if the picture name has the long **e** sound.



Spiders, the dark, thunder ... Write about something in nature that frightens you. What might you do to be less afraid?



## Long Vowel e

















**Directions:** Read each sentence. Circle the word that completes each sentence. Write the word on the line.

1. We all help make the \_\_\_\_\_. **feet eat meal**
2. Dad heats the \_\_\_\_\_. **beef mean read**
3. Lee cleans the green \_\_\_\_\_. **beaks leak beans**
4. Mom has an orange to \_\_\_\_\_. **peas peel pails**
5. But where are the \_\_\_\_\_? **seeds seals leafs**
6. I will take a \_\_\_\_\_. **poke jeep peek**



# Reviewing Short and Long Vowels

**Directions:** Say each picture name. Circle the correct word.

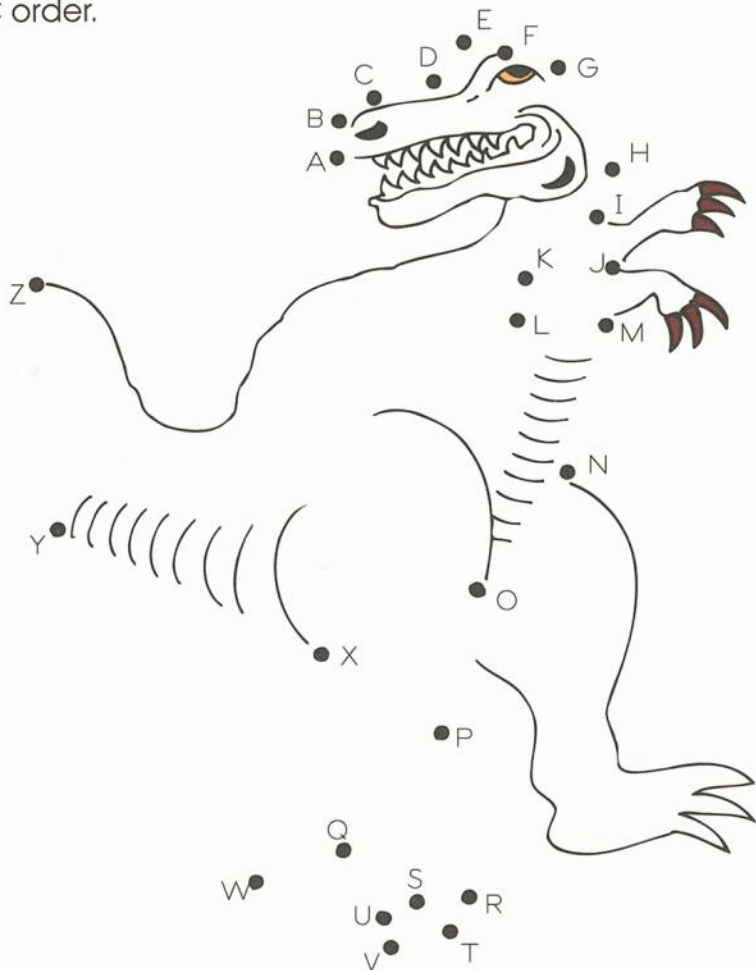
 <p>cone kit kite</p>	 <p>bed bead bike</p>	 <p>pain pail pal</p>	 <p>meal mug mule</p>
 <p>cone cot coat</p>	 <p>pine peek pin</p>	 <p>hay hail hat</p>	 <p>dig dog dune</p>
 <p>hot hose hive</p>	 <p>cup cute cave</p>	 <p>make mail mat</p>	 <p>feet fuse file</p>
 <p>tub tube tune</p>	 <p>jeep jet jam</p>	 <p>can came cane</p>	 <p>seal seat sail</p>





## ABC Order

**Directions:** Draw a line to connect the dots. Follow the letters in **ABC** order.





## abc Order

**Directions:** Draw a line to connect the dots. Follow the letters in **abc** order.





## Beginning Consonants Bb, Cc, Dd, Ff

Beginning consonants make the sounds that come at the beginning of words. Consonants are the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

**Directions:** Say the name of each letter. Say the sound each letter makes. Draw a circle around the letters that make the beginning sound for each picture. Say the name of someone you know whose name begins with each letter.



Bb



Cc



Dd



Ff



Bb Dd



Ff Cc



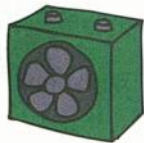
Cc Dd



Ff Bb



Bb Dd



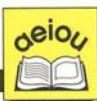
Ff Cc



Cc Dd



Ff Bb



## Beginning Consonants Gg, Hh, Jj, Kk

**Directions:** Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Gg, Hh, Jj, and Kk.



Gg



Hh



Jj



Kk



K k

H h



G g

K k



G g

H h



J j

G g





## Beginning Consonants Ll, Mm, Nn, Pp

**Directions:** Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Ll, Mm, Nn, Pp again.



Ll



Mm



Nn



Pp

Ll



Mm



Nn



Pp





## Beginning Consonants Qq, Rr, Ss, Tt

**Directions:** Say the name of each letter. Say the sound that each letter makes. Then, trace each letter in the boxes. Color the picture which begins with the sound of the letter.



Qq



Rr



Ss



Tt



Tt



Qq



Rr



6



Ss



# Beginning Consonants Vv, Ww, Xx, Yy, Zz

**Directions:** Say the name of each letter. Say the sound the letter makes. Then, trace the letters. Now, draw a line from the letters that match the beginning sound in each picture.



Vv



Ww



Xx



Yy



Zz

V v

W w

X x

Y y

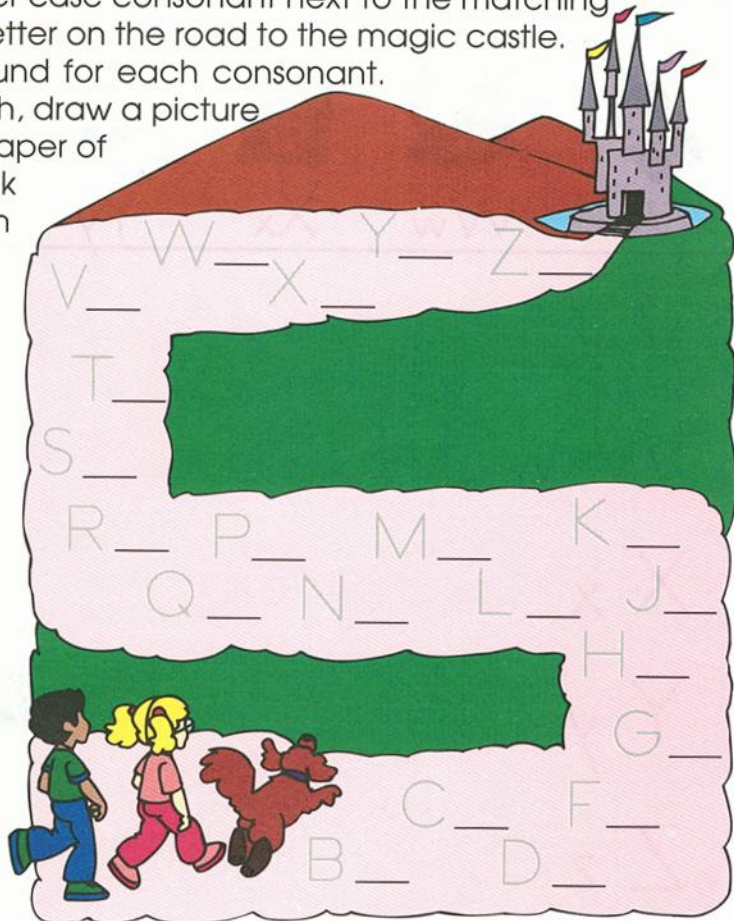
Z z





## Review

**Directions:** Help Meg and Kent and their dog, Sam, get to the magic castle. Trace all of the letters of the alphabet. Then, write the lower case consonant next to the matching upper case letter on the road to the magic castle. Make the sound for each consonant. After you finish, draw a picture on another paper of what you think Meg and Sam will find in the magic castle.



















## Ending Consonants b, d, f

Ending consonants are the sounds that come at the end of the words that are not the vowel sounds.

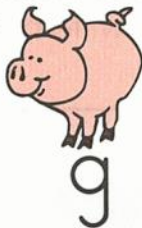
**Directions:** Say the name of each picture. Then, write b, d, or f to name the ending sound for each picture.

 b	 f	 d
		
		
		



## Ending Consonants g, m, n

**Directions:** Say the name of the picture. Draw a line from each letter to a picture which ends with the sound of that letter.



g



m



n





## Ending Consonants k, l, p

**Directions:** Say the name of the pictures. Color the pictures in each row that end with the sound of the letter at the beginning of the row. Trace the letters.

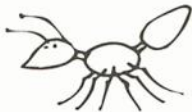
k



l



p





## Ending Consonants r, s, t, x

**Directions:** Say the name of the picture. Then circle the ending sound for each picture.



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x



r s t x





## Beginning and Ending Sounds Discrimination

**Directions:** Say the name of the picture. Draw a blue circle around the picture if it begins with the sound of the letter. Draw a green triangle around the picture if it ends with the sound of the letter.



w



l



m



k



n



u



t



s



z

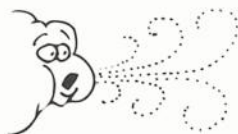


## Beginning and Ending Sounds Discrimination

**Directions:** Say the name of each picture. Draw a triangle around the letter that makes the beginning sound. Draw a square around the letter that makes the ending sound. Color the pictures.



o r t



f d w



v t b



x c r



t g d



d a k



l m h



x g r



p t v



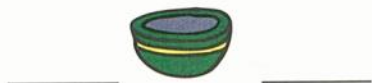
# Beginning and Ending Sounds Discrimination

**Directions:** Look at the example. Say the beginning and ending sounds for the word **pipe**. Write the letter that makes the beginning and ending sound for each picture.

p



p



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

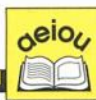


\_\_\_\_\_

\_\_\_\_\_

6

\_\_\_\_\_



## Review

**Directions:** Say the name of each object which has a consonant near it. Color the object orange if it begins with the sound of the letter. Color the object purple if it ends with the sound of the letter.







## Short Vowel Sounds

The short vowel sounds used in this book are found in the following words: ant, egg, igloo, on, up.

**Directions:** Say the name of each picture. The short vowel sound may be in the front of the word or in the middle of the word. Color the pictures in each row that have the correct short vowel sound.

a



e



i



o



u

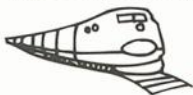


## Long Vowel Sounds

Long vowel sounds say their own name. The following words have long vowel sounds: hay, me, pie, no, cute.

**Directions:** Say the name of each picture. Color the pictures in each row that have the correct long vowel sound.

a



e



i



o

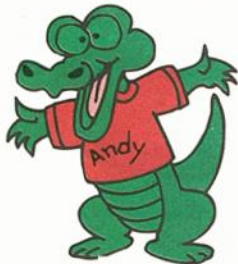


u



## Discrimination Of Short And Long Aa

**Directions:** Say the name of each picture. If it has the short a sound, color it red. If it has the long a sound, color it yellow.

aa



## Discrimination Of Short And Long Ee

**Directions:** Say the name of each picture. Draw a circle around the pictures which have the short **e** sound. Draw a triangle around the pictures which have the long **e** sound.



e



e







## Discrimination Of Short And Long Ii.

**Directions:** Say the name of each picture. Color it yellow if it has the short i sound. Color it red if it has the long ī sound.



i



ī



6



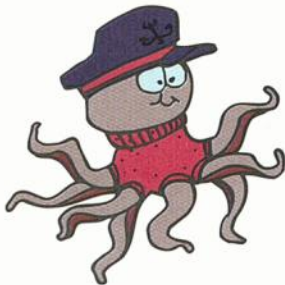
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## Discrimination Of Short And Long Oo

**Directions:** Say the name of each picture. If the picture has a long **o** sound, write a green **L** in the space. If the picture has a short **o** sound, write a red **S** in the space.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Discrimination Of Short And Long Uu

**Directions:** Say the name of the picture. If it has the long **u** sound, write a **u** in the unicorn column. If it has a short **u** sound, write a **u** in the umbrella column.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



## Short And Long Vowel Sounds

**Directions:** Say the name of the picture. Write the correct vowel on each line to finish the word. Color the short vowel pictures yellow. Circle the long vowel pictures.



j \_\_\_\_\_ g



t \_\_\_\_\_ pe



l \_\_\_\_\_ af



p \_\_\_\_\_ n



l \_\_\_\_\_ ck



c \_\_\_\_\_ t



c \_\_\_\_\_ be



b \_\_\_\_\_ ll



k \_\_\_\_\_ te



r \_\_\_\_\_ pe



# ABC Order

Use the first letter of each word to put the words in alphabetical order.

**Directions:** Draw a circle around the first letter of each word. Then, put the words in **ABC** order.



car bird

bird



moon



two



nest



fan

car



card



dog



pig



bike



sun



pie



## ABC Order

**Directions:** Circle the first letter of each animal's name. Write a 1, 2, 3, 4, 5, or 6 on the line next to the animals' names to put the words in **ABC** order.



skunk \_\_\_\_\_



dog \_\_\_\_\_



butterfly \_\_\_\_\_



zebra \_\_\_\_\_



tiger \_\_\_\_\_



fish \_\_\_\_\_

# The Super E

When you add an **e** to some words, the vowel changes from a short vowel sound to a long vowel sound.

**Example:** rip + **e** = ripe.



**Directions:** Say the word under the first picture in each pair. Then, add an **e** to the word under the matching picture. Say the new word.



pet

\_\_\_\_\_



tub

\_\_\_\_\_



man

\_\_\_\_\_



kit

\_\_\_\_\_



pin

\_\_\_\_\_



cap

\_\_\_\_\_



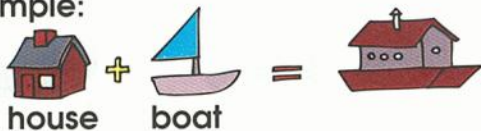


## Compound Words

Compound words are two words that are put together to make one word.

**Directions:** Look at the pictures and read the two words that are next to each other. Now, put the words together to make a new word. Write the new word.

**Example:**



houseboat







## Synonyms

Synonyms are words that mean the same thing. **Start** and **begin** are synonyms.

**Directions:** Find the two words that describe each picture. Write the words in the boxes below the picture.

small   funny   large   sad   silly   little   big   unhappy





## Antonyms

Antonyms are words that are opposites. **Hot** and **cold** are antonyms.

**Directions:** Draw a line between the words that are opposites. Can you think of other words that are opposites?



closed



below



full



empty



above



old



new



open



## Homonyms

Homonyms are words that sound the same but are spelled differently and mean something different. **Blew** and **blue** are homonyms.

**Directions:** Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.



1. sew

so

---

---

---



2. pair

pear

---

---

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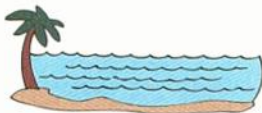
3. eye

I

---

---

---



4. see

sea

---

---



## Review

**Directions:** Read the sentences below. Fill in the blanks with the correct word. Then circle the first letter of each word and write them in **ABC** order on the lines below.



sunglasses



Pete



rock



cold



eight

1. Sun + glasses = \_\_\_\_\_.
2. Another word for stone is \_\_\_\_\_.
3. The opposite word for hot is \_\_\_\_\_.
4. A word that sounds like the word ate \_\_\_\_\_.
5. Add an "e" to the word pet \_\_\_\_\_.

**ABC** Order:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



## Nouns Are Naming Words

Nouns tell the name of a person, place, or thing.

**Directions:** Look at each picture. Color it red if it names a person. Color it blue if it names a place. Color it green if it names a thing.







## Nouns Are Naming Words

**Directions:** Write these naming words in the correct box.

store

zoo

child

baby

teacher

table

cat

park

gym

woman

sock

horse



Person

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Place

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Thing

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## More Than One

Some nouns name more than one person, place or thing.

**Directions:** Add an "s" to make the words tell about the picture.



frog \_\_\_\_\_



pan \_\_\_\_\_



boy \_\_\_\_\_



egg \_\_\_\_\_



horn \_\_\_\_\_



girl \_\_\_\_\_



## More Than One

**Directions:** Read the nouns under the pictures. Then, write the noun under **One** or **More Than One**.

One

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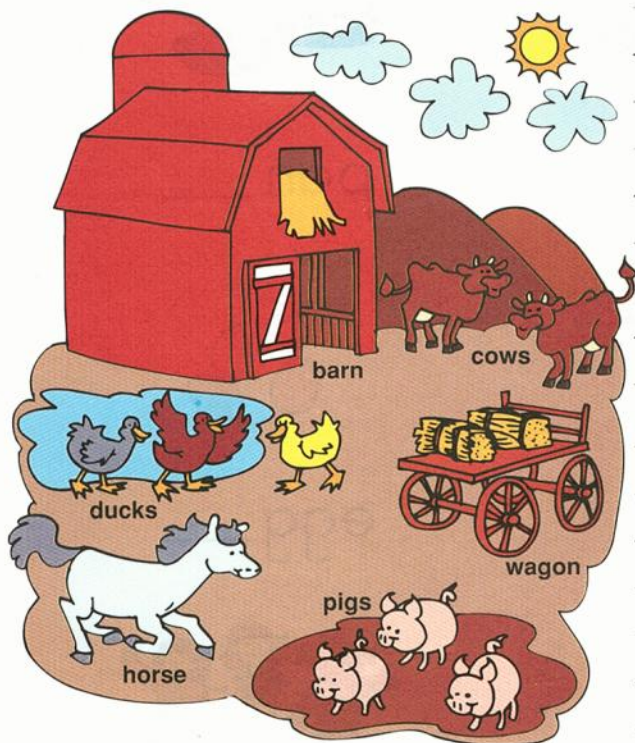
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More Than One

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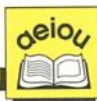
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## Verbs Are Action Words

Verbs are words that tell what a person or a thing can do.

**Example:** The girl pats the dog.

The word "pats" is the verb. It shows action.

**Directions:** Draw a line between the verbs and the pictures that show the action.



eat



run



sleep



swim



sing



hop



## Verbs Are Action Words.

### Directions:

Look at the pictures.  
Read the words.  
Write an action  
word in each  
sentence below.



1. The two boys like to \_\_\_\_\_ together.
2. The children \_\_\_\_\_ the soccer ball.
3. Some children like to \_\_\_\_\_ on the swings.
4. The girl can \_\_\_\_\_ very fast.
5. The teacher \_\_\_\_\_ the bell.





## Is And Are Are Special Words

Use "is" when talking about one person or one thing. Use "are" when talking about more than one person or thing.

**Example:** The dog is barking.  
The dogs are barking.

**Directions:** Write "is" or "are" in the sentences below.



1. Jim \_\_\_\_\_ playing baseball.



2. Fred and Sam \_\_\_\_\_ good friends.



3. Cupcakes \_\_\_\_\_ my favorite treat.



4. Lisa \_\_\_\_\_ a good soccer player.



## Nouns And Verbs

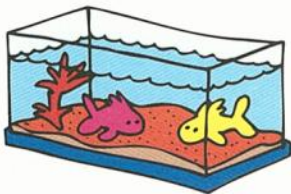
**Directions:** Read the sentences below. Draw a red circle around the nouns. Draw a blue line under the verbs.



1. The boy runs fast.



2. The turtle eats leaves.



3. The fish swim in the tank.



4. The girl hits the ball.



## Words That Describe

Describing words tell us more about a person, place, or thing.

**Directions:** Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy

round

sick

cold

long



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---

---

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---

---

---

---





## Words That Describe

**Directions:** Read the words in the box. Choose the word that describes the picture. Write it on the line below.

wet

round

funny

soft

sad

tall



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## Words That Describe

**Directions:** Circle the describing word in each sentence. Draw a line from the word to the picture.

1. The hungry dog is eating.



2. The tiny bird is flying.



3. Horses have long legs.



4. She is a fast runner.



5. The little boy was lost.





## Names Of People

The names of people begin with a capital letter.

**Directions:** Choose a name from the box to go with each child. Write the name on the line. Start each name with a capital letter.

Sam	Fred
Jack	Lisa
Ann	Jenny

1      2      3      4      5      6

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_



## Name That Cat

The name of a pet begins with a capital letter.

**Directions:** Read the names in the box. Choose one name for each cat. Write the name in the space under the cat.

Fritz

Fuzzy

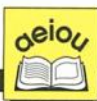
Boots

King

Queenie

Lola





## Holidays

Holidays begin with capital letters.

**Directions:** Choose the words from the box to match the holiday. Write the words under the picture. Be sure to start with capital letters.

Fourth of July  
President's Day



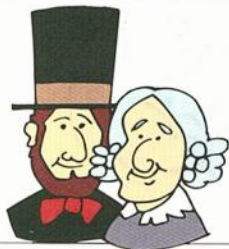
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Valentine's Day  
Thanksgiving



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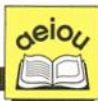


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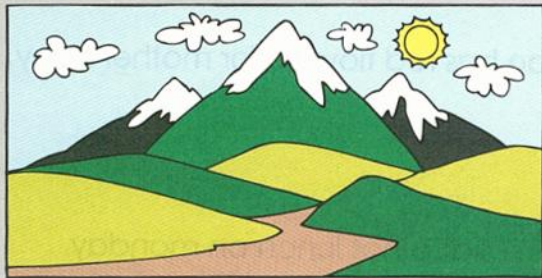
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## Days of the Week

The days of the week begin with capital letters.

**Directions:** Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.



Tuesday  
Saturday  
Monday  
Friday  
Thursday  
Sunday  
Wednesday




## Review

**Directions:** Circle the letters that should be capital letters.  
Underline the describing words.



1. jan has red flowers for mother's day.



2. We eat a hot lunch on monday.



3. jim and fred are fast runners.



4. spot is a small dog.



5. We go to the big store on friday.





## Telling Sentences

Sentences can tell us something. Telling sentences begin with a capital letter. They end with a period.

**Directions:** Read the sentences. Draw a yellow circle around the capital letter at the beginning of the sentence. Draw a purple circle around the period at the end of the sentence.



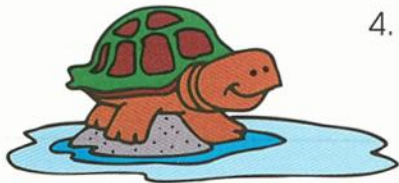
1. I am seven years old.



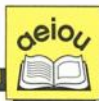
2. The bird is pretty.



3. The boy likes to dance.



4. Turtles like to swim.



## Telling Sentences

**Directions:** Read the sentences. Write the sentences on the lines below. Begin each sentence with a capital letter. End each sentence with a period.

1. most children like pets
2. some children like dogs
3. some children like cats
4. some children like snakes
5. some children like all animals



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## Telling Sentences

**Directions:** Read the sentences. Write the sentences below. Start each sentence with a capital letter and end with a period.

1. i like to go to the store with Mom
2. we go on Friday
3. i get to push the cart
4. i get to buy the cookies
5. i like to help Mom



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

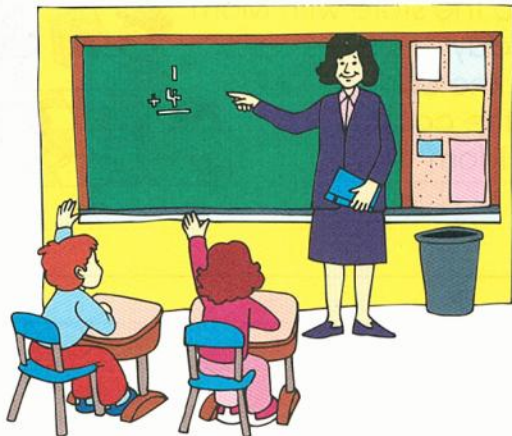
5. \_\_\_\_\_



## Asking Sentences

**Asking sentences** ask a question. An asking sentence begins with a capital letter. It ends with a question mark.

**Directions:** Draw a green line under the sentences that ask a question.



1. Does your room look like this?
2. Are the walls yellow?
3. There are many children.
4. Do you sit at desks or tables?
5. The teacher likes her job.



## Asking Sentences

**Directions:** Draw a blue line under the sentences that ask a question.



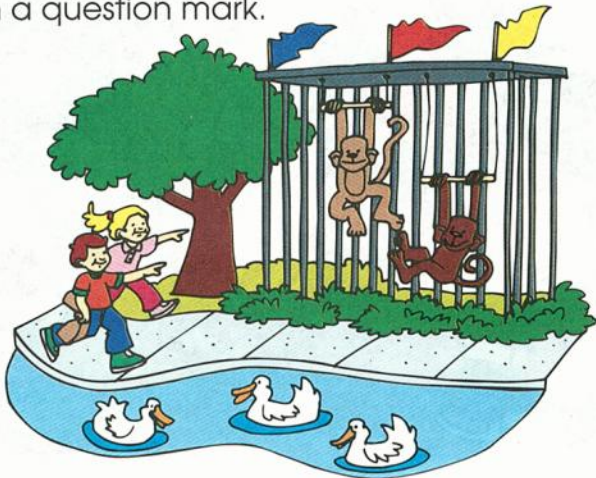
1. We like to camp.
2. Do you like to camp?
3. We like to sing at camp.
4. Can you make a fire?
5. We like to cook hot dogs.





## Asking Sentences

**Directions:** Write the first word of each asking sentence. Be sure to start each question with a capital letter. End each question with a question mark.



1. \_\_\_\_\_ you like the zoo **do**
2. \_\_\_\_\_ much does it cost **how**
3. \_\_\_\_\_ you feed the ducks **can**
4. \_\_\_\_\_ you see the monkeys **will**
5. \_\_\_\_\_ time will you eat lunch **what**



## Periods And Question Marks

Use a period at the end of a telling sentence. Use a question mark at the end of an asking sentence.

**Directions:** Put a period or a question mark at the end of each sentence below.



1. Do you like a parade
2. The clowns lead the parade
3. Can you hear the band
4. The balloons are big
5. Can you see the horses



## Review

**Directions:** Look at the picture. In the space below, write one telling sentence about the picture. Then, write one asking sentence about the picture.



A telling sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An asking sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Word Order

Word order is the logical order of words in a sentence.

**Directions:** Put the words in each sentence in order. Write the sentence on the lines.

1. We made lemonade. some
2. good. It was
3. We the sold lemonade.
4. cost It five cents.
5. fun. We had



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



## Word Order

**Directions:** Look at the picture. Put the words in the correct order. Write the sentences on the lines below.

1. a Jan starfish. has
2. and Bill to Peg swim. like
3. The shining. sun is
4. sand. the in Jack likes play to
5. cold. water The is



1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Word Order Can Change Meaning

If you change the order of the words in a sentence, you can change the meaning of the sentence.

**Directions:** Read the sentences. Draw a purple circle around the sentence that describes the picture.

**Example:**

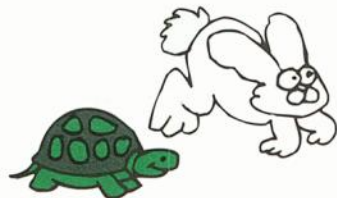
The fox jumped over the dogs.

The dogs jumped over the fox.



1. The cat watched the bird.  
The bird watched the cat.

2. The girl looked at the boy.  
The boy looked at the girl.



3. The turtle ran past the rabbit.  
The rabbit ran past the turtle.



## I Can Write Sentences

A story has more than one sentence.

**Directions:** Use the words from the pictures to write a story.



girl



boy



play



books



swing



school

I am a happy \_\_\_\_\_. I go to \_\_\_\_\_.

I like to read \_\_\_\_\_. I like to \_\_\_\_\_

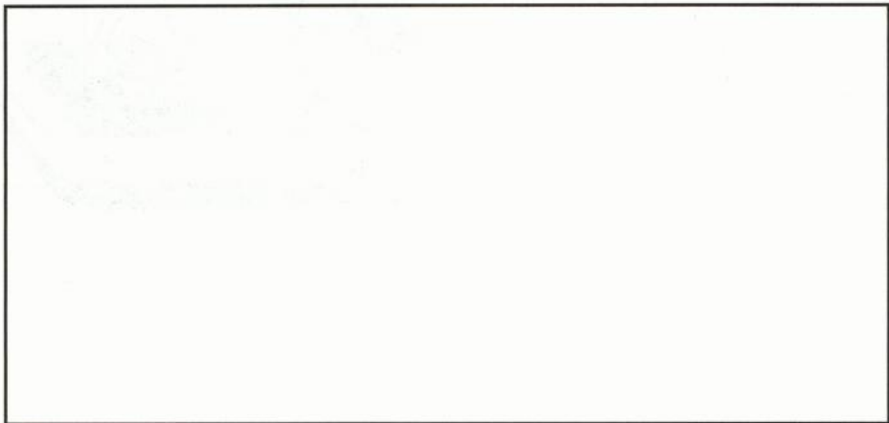
on the playground. I like to \_\_\_\_\_ on the swings.



## I Can Write Sentences

**Directions:** Draw a picture of yourself in the box marked **Me**. Then write three sentences about yourself on the lines.

**Me**



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



## Review

**Directions:** Put the words in the right order to make a sentence. The sentences will tell a story.

1. a gerbil. has Ann
2. is The Mike. named gerbil
3. likes eat. Mike to
4. play. to Mike likes
5. happy a is gerbil. Mike



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

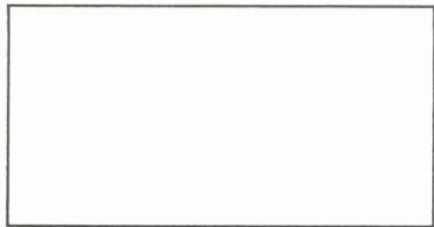
# In My Home

Do this with a grown-up.  
Look around your home.

Find something that begins with  
the same sound as run.

Write its name. \_\_\_\_\_

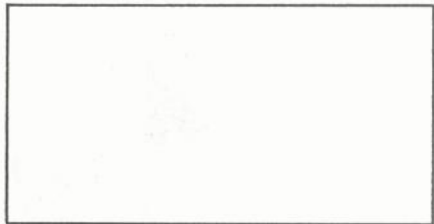
Draw a picture of what you  
named.



Find something that ends with  
the same sound as wet.

Write its name. \_\_\_\_\_

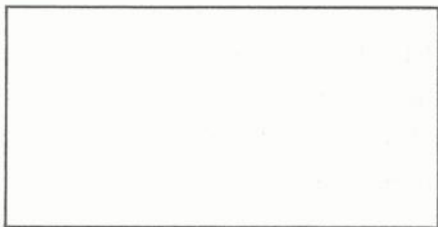
Draw a picture of what you  
named.



Find something that begins with  
the same sound as ball.

Write its name. \_\_\_\_\_

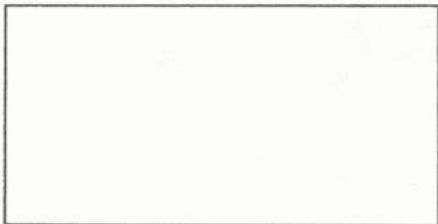
Draw a picture of what you  
named.



Find something that ends with  
the same sound as good.

Write its name. \_\_\_\_\_

Draw a picture of what you  
named.





# Suitcases

Do this with a grown-up.

Help the Green family pack for a trip.

Take turns.

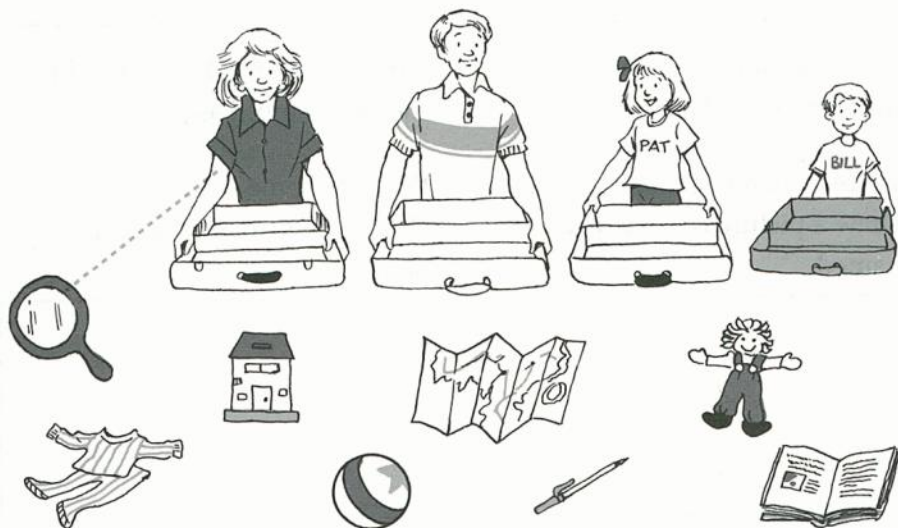
Draw a line from each person to things he or she will pack.

Mom will pack things with names that begin with the same sound as mop.

Dad will pack things with names that begin with the same sound as pig.

Pat will pack things with names that end with the same sound as look.

Bill will pack things with names that end with the same sound as well.



# Toss a Word

Play this game with a grown-up.

Get a penny and toss it on the game board.

Look at the letter in the space where the penny lands.

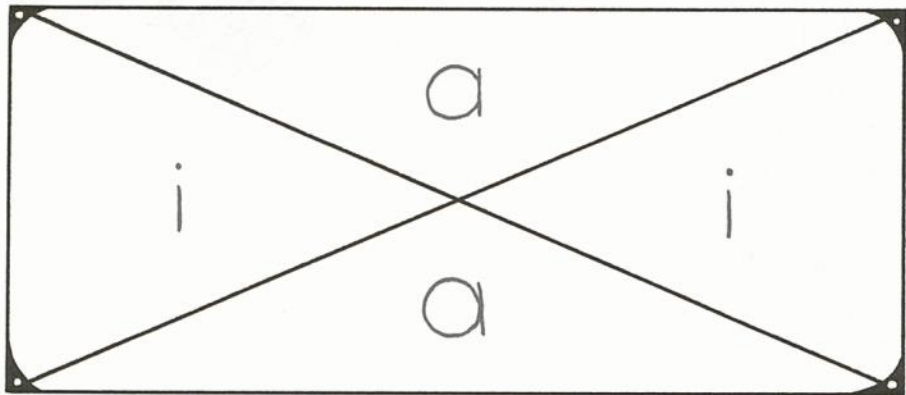
Try to use the letter to finish a word on your

Word Card.

Write the letter in the word.

Take turns.

To win, you must fill in your Word Card first.



## My Word Card

l \_ p    d \_ g    r \_ b    c \_ p    f \_ n    m \_ p

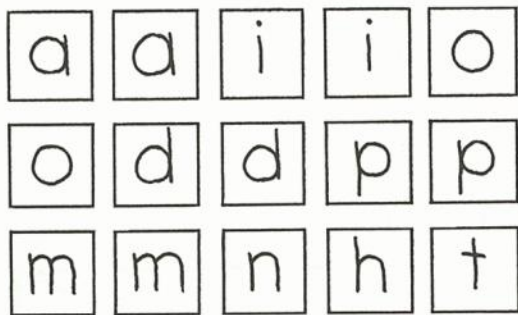
## My Grown-up's Word Card

l \_ p    d \_ g    r \_ b    c \_ p    f \_ n    m \_ p

# Make a Word

Play this game with a grown-up.

Make letter cards like these.



Turn over the cards.

Pick 3 cards.

Try to use the letters to make a real word.

Write the word on your Word Board.

Then turn your cards back over.

Take turns.

The first player to make 3 different words wins.



## My Word Board

---

---

---

## My Grown-up's Word Board

---

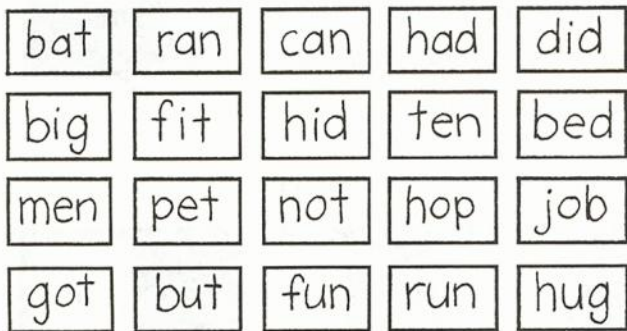
---

---

# Do They Sound the Same?

Play this game with a grown-up.

Make word cards like these.



Turn over the cards.

Pick 2 cards.

Read the words on the cards out loud.

Listen for the vowel sounds.

If the words have the same vowel sound,  
keep the cards.

If the words do not have the same vowel sound,  
turn the cards back over.

Take turns.

Play until no more cards are left.

Then count your cards.

How many cards do you have? \_\_\_\_\_

How many cards does your grown-up have? \_\_\_\_\_

The player with more cards wins the game.



# Word Checkers

Play this game with a grown-up.

Make 8 small red markers.

Put them on the two bottom rows of words.

Have your grown-up make 8 small blue markers.

Put them on the two top rows of words.

Then play checkers, but with one difference.

Read the word in a box before you put a marker on it.



	to		do		has		of
let		as		so		fly	
	us		for		be		old
two		now		who		way	
	get		me		by		yes
up		had		her		him	
	but		old		saw		day



# Which Is Better?

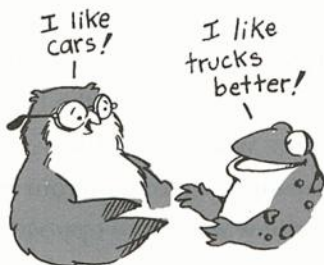
Do this with a grown-up.

Read the words in the first box.

Put an **X** under the name of the thing you like better.

Put a **✓** under the name of the thing your grown-up likes better.

Do the rest of the boxes the same way.



apple or banana

milk or juice

lions or tigers

elephants or bears

trees or flowers

winter or summer

airplanes or trains

cars or trucks

orange or green

Make up 2 more sets of words.

Put an **X** under the names of the things you like better.

\_\_\_\_\_ or \_\_\_\_\_ or \_\_\_\_\_

# Fill the Balloons

Play this game with a grown-up.

Toss a coin on the game board.

Read the words in the box where the coin lands.

If the words have the same or almost the same meaning, color 2 of your balloons.

If the words have opposite meanings, color 1 balloon.

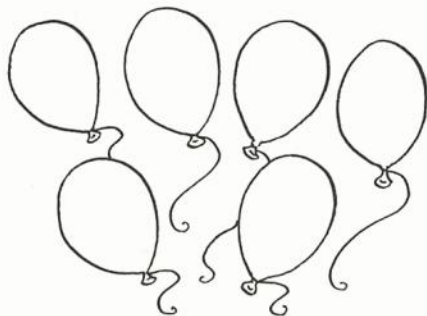
Take turns.

You win if you color all your balloons first.



happy	on	little	more
sad	off	small	less
nice	silly	up	below
mean	funny	down	under

My Balloons



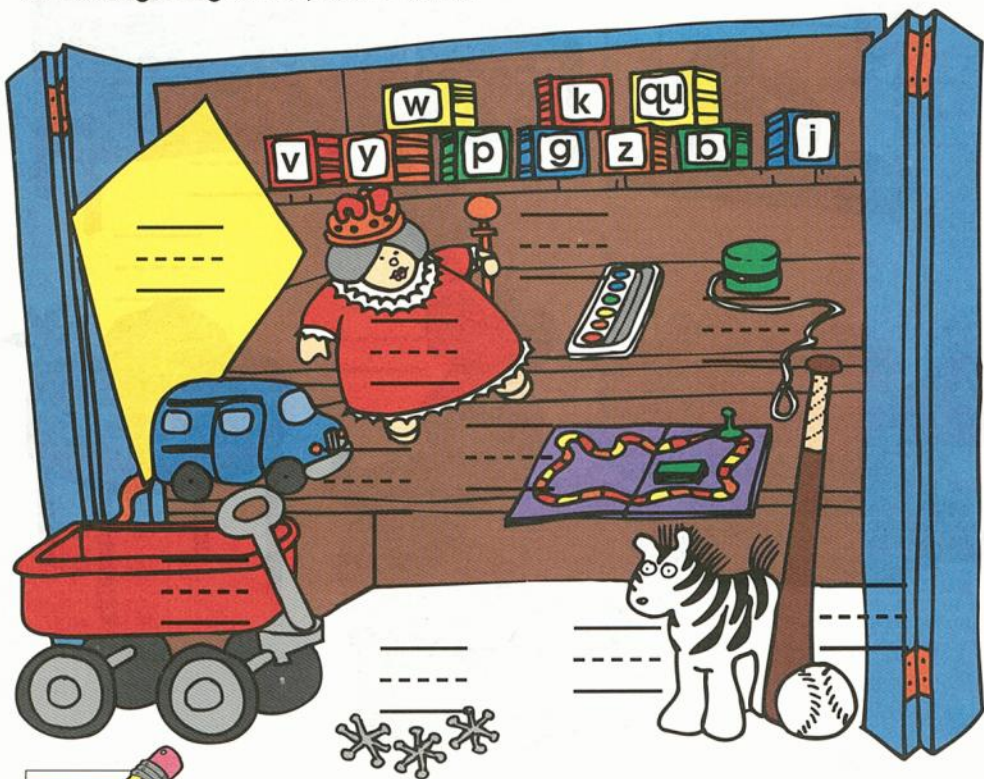
My Grown-up's Balloons





## Beginning Consonants

**Directions:** Look at the letters on the blocks. Say each picture name. On the line, write the letter or letters from the blocks that stand for the sound you hear at the **beginning** of the picture name.

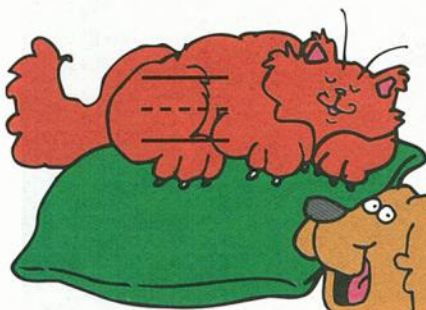
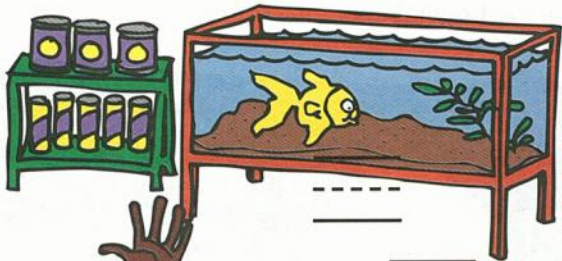


When you clean your closet, what might you do with the toys that you have outgrown?



## Beginning Consonants

**Directions:** Say the name of each animal in the pet store. On the line, write the letter that stands for the sound you hear at the **beginning** of the picture name.



Which of these animals would you like to have as a pet?

What will you name your pet?

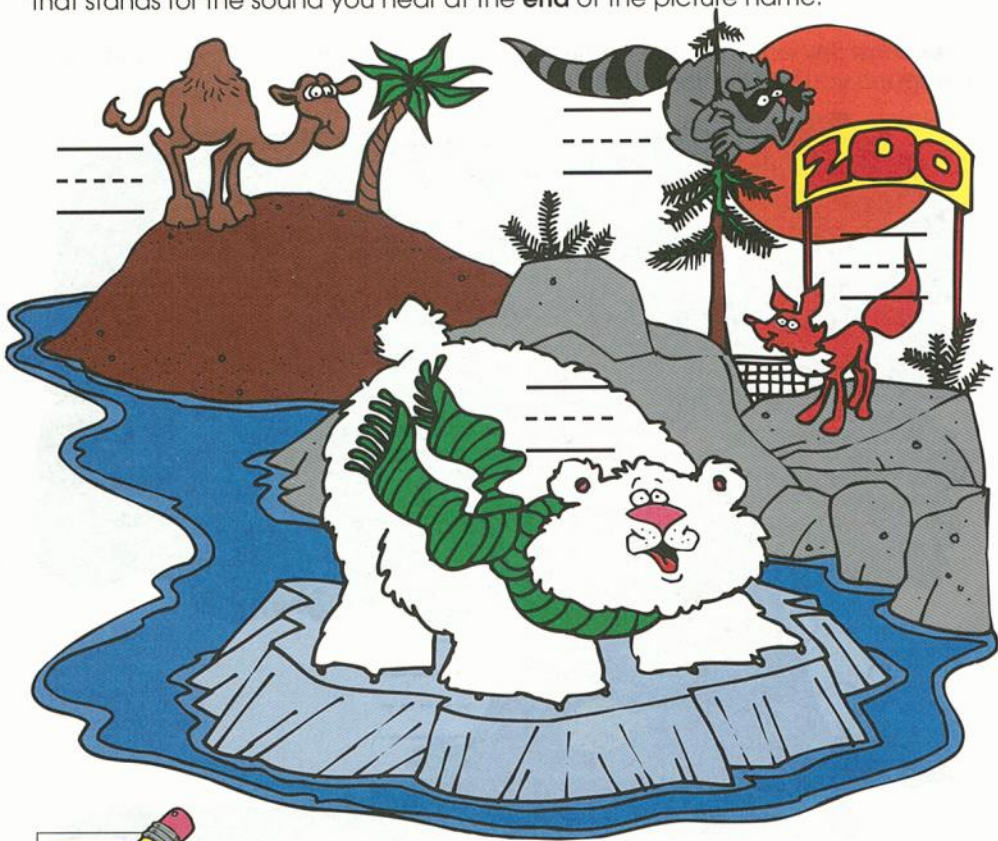
What will you buy at the pet store to help you take care of it?





## Ending Consonants

**Directions:** Say the name of each animal at the zoo. On the line, write the letter that stands for the sound you hear at the **end** of the picture name.



Imagine that you are the zookeeper at this zoo.  
What will you tell visitors about the zoo and its animals?

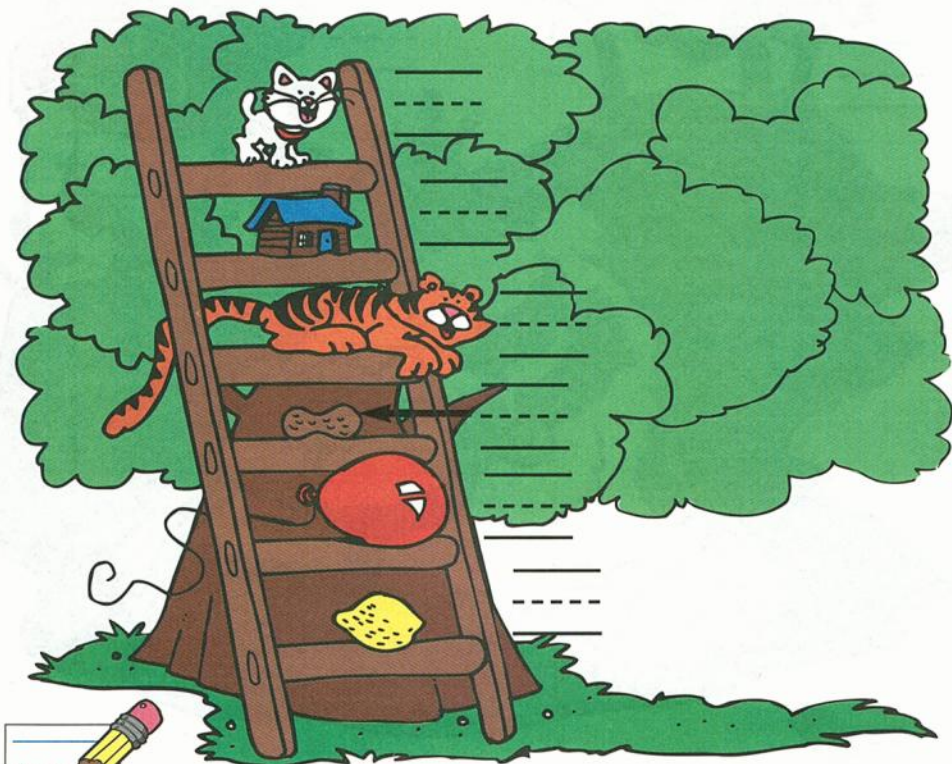




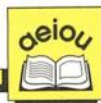
## Middle Consonants

The letter **d** stands for the sound you hear in the middle of the word **ladder**.

**Directions:** Say each picture name. On the line, write the letter that stands for the sound you hear in the **middle** of the picture name.




Why do you think the ladder is propped against the tree?




# Beginning, Middle, and Ending Consonants


**Directions:** Say each picture name. In the spaces below the picture, write the letters that stand for the sounds you hear at the beginning, middle, and end of the picture name. The first one shows you what to do.




c	m	l
---	---	---




--	--	--




--	--	--




--	--	--




--	--	--




--	--	--



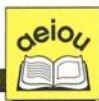
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## Short Vowels



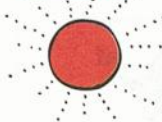
cat



pin



top

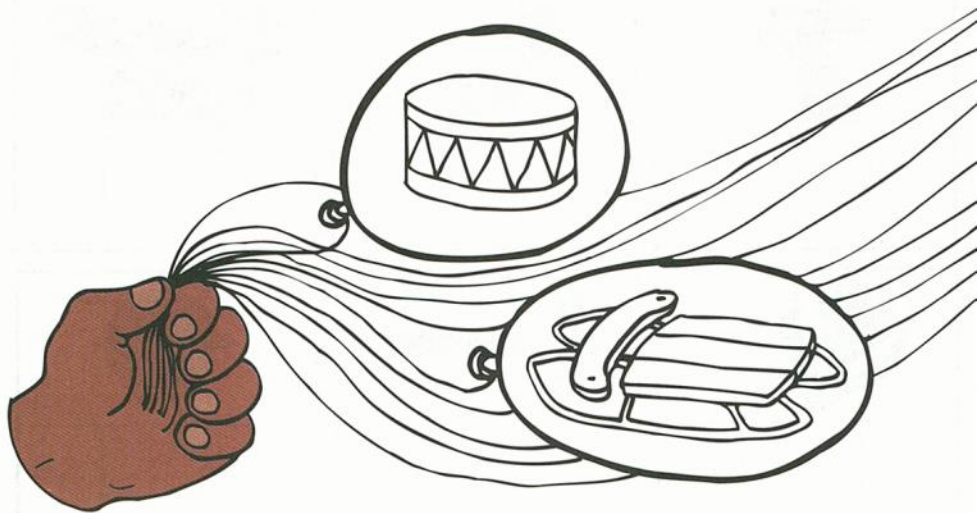


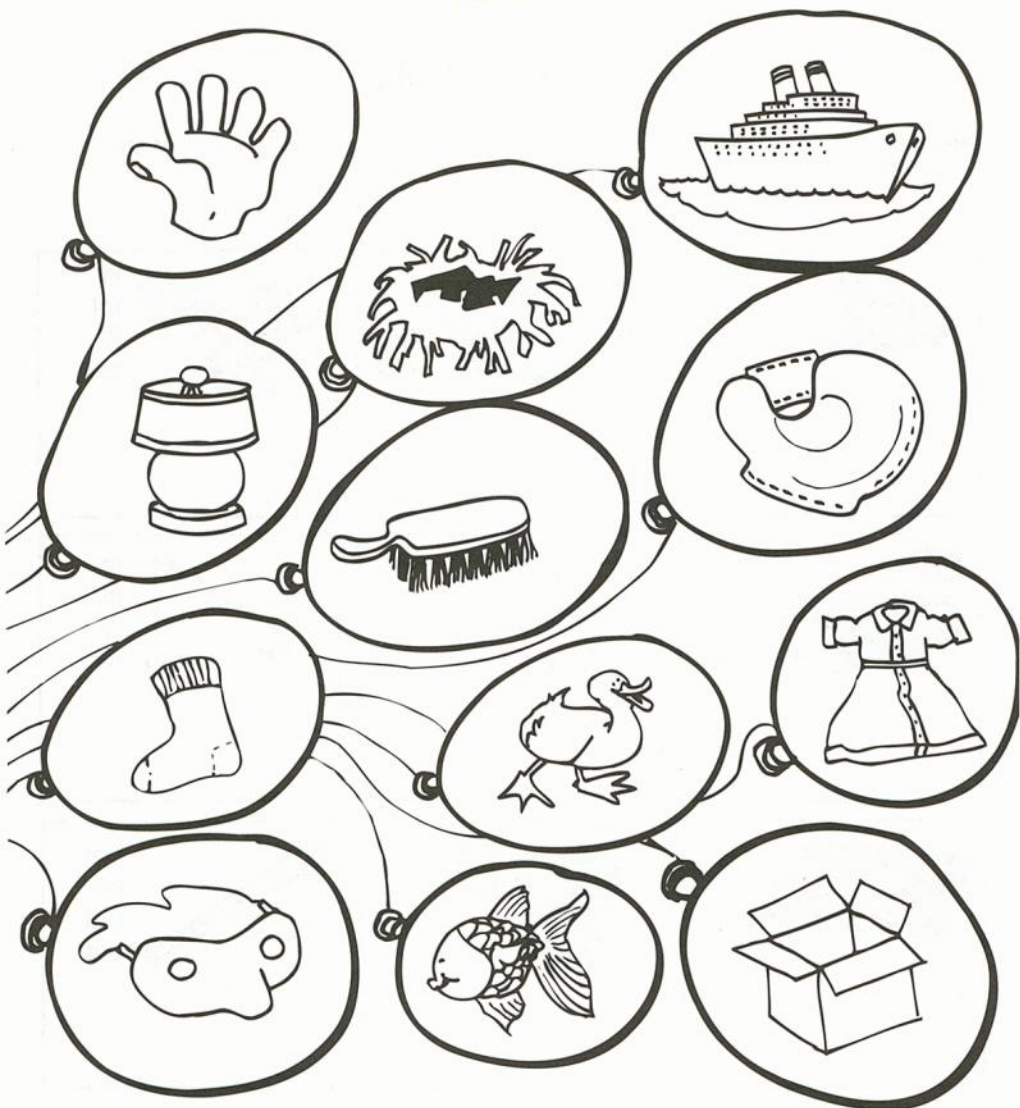
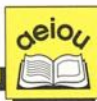
sun



web

**Directions:** Say each picture name on pages 8 and 9. Listen to the short vowel sound. Find the letter that stands for the vowel sound on a crayon. Use your crayons to make the balloons the right color.











# Short Vowels

**Directions:** Say the name of each picture. Circle the picture name. Write the name. The first one shows you what to do.




hit  
hot  
hat  
hug


hat




tub  
tag  
tab  
top




fit  
fat  
fix  
fox




bib  
bed  
bad  
bud




wit  
wag  
wig  
wet




rod  
rid  
red  
rut



rag  
rig  
rug  
rid



lap  
lid  
lad  
lit



bet  
bit  
bat  
but





## A Plan for Reading

**Directions:** Read this sentence:



Can Dad get the big box off the bus?

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete each sentence.

1. The first letter in each word is a
2. The second letter in each word is a
3. The third letter in each word is a

consonant

vowel

consonant

vowel

consonant

vowel

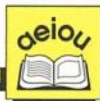
Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant** or the **CVC** pattern. Words with the CVC pattern usually have a short vowel sound. Knowing about the CVC pattern gives you a plan for figuring out new words.

### A Plan for Reading

When you come to a new word with the **CVC** letter pattern, try the **short vowel** sound. Then read the sentence again to be sure the word makes sense.

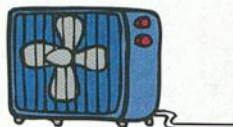


Write more about the big box. Who sent it? Why? What will Dad do next?



# Review Consonants and Short Vowels

**Directions:** Write the picture name on the line.





## Review Consonants and Short Vowels

**Directions:** Read each sentence. Draw a picture of what the sentence tells about.

Peg has six nuts in a box.

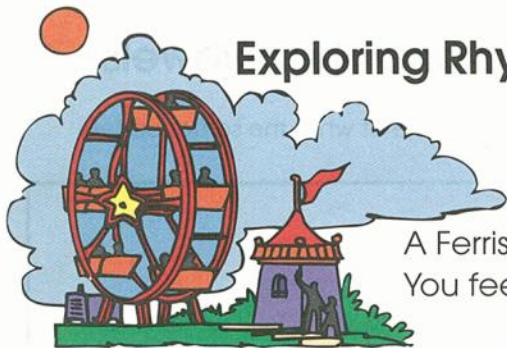
Ten bugs sat on a big log.

**Directions:** Now write a sentence that tells about the picture below.





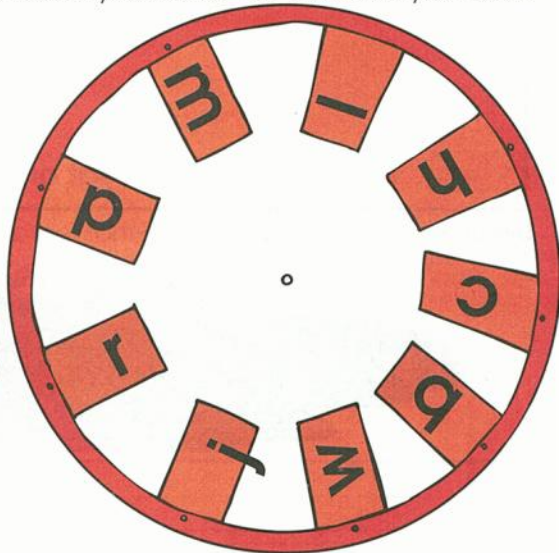
## Exploring Rhyming Words



A Ferris wheel is lots of **fun**.  
You feel like you can touch the **sun**!

**Directions:** Words like **fun** and **sun** are called rhyming words because they have the same ending sounds. Cut out the wheels. Put the little wheel on top of the big Ferris wheel. Push a straw or a ballpoint pen through the center. Turn the little wheel. How many rhyming words can you make? List the words you make on a separate sheet of paper.

Diagram:



Use your list of rhyming words to write a short rhyme about something you think is fun to do.





## Rhyming Words

**Directions:** Read each riddle. Write the answer on the line. Then write two words that rhyme with the answer. The first one shows you what to do.

We carry groceries in it. It holds books or our lunch, too. What is it?

bag

rag

tag

It likes to dig in the mud. It has a curly tail. What is it?

\_\_\_\_\_

b

w

It is the number of our fingers. It is the number of our toes too! What is it?

\_\_\_\_\_

m

p

Bunnies can do this. So can kangaroos and frogs. What is it?

\_\_\_\_\_

m

t



Make up a riddle about one of the rhyming words.  
Ask a friend to solve it.

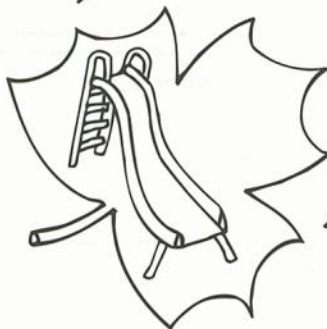
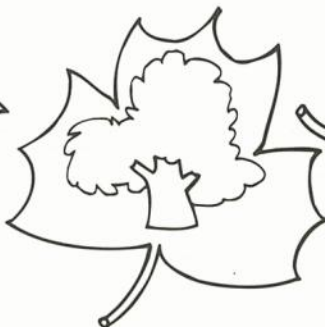




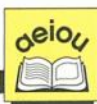
## Long Vowels



**Directions:** Say each picture name on pages 16 and 17. Listen to the long vowel sound. Find the letter that stands for the long vowel sound on a crayon. Use your crayons to make the leaves the right color.



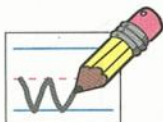
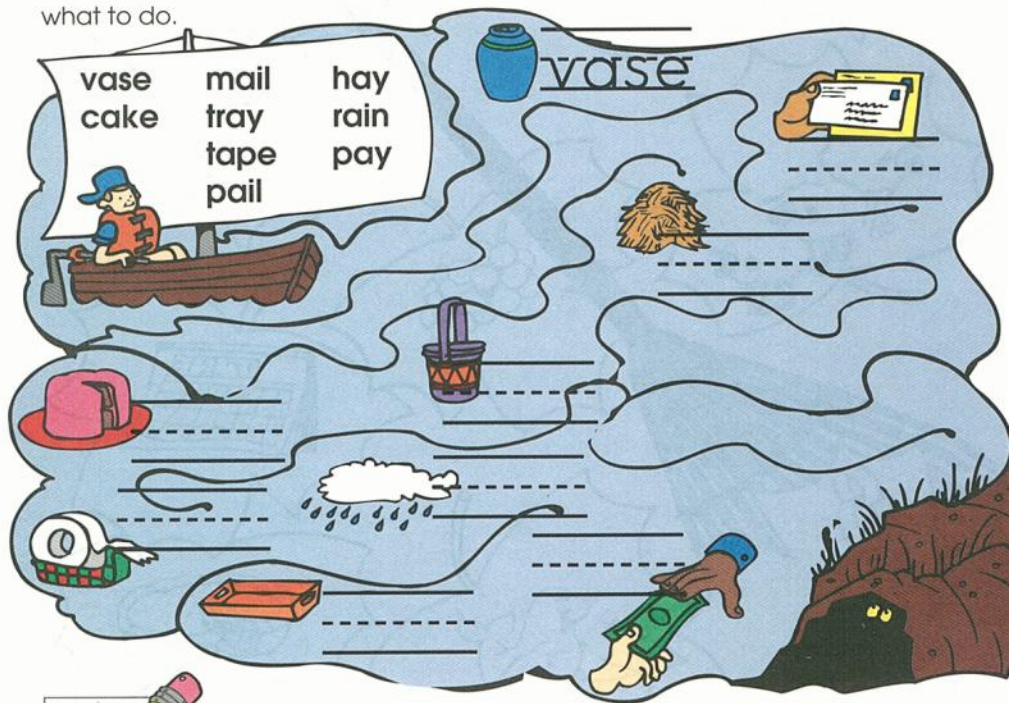




# Long Vowel a

Help Jay sail across the lake to the cave.

**Directions:** Long **a** is the sound you hear in the words **Jay**, **sail**, and **lake**. Read the words on Jay's sail. Then look at the pictures on the maze. Use the words on the sail to label the pictures on the maze. The first one shows you what to do.



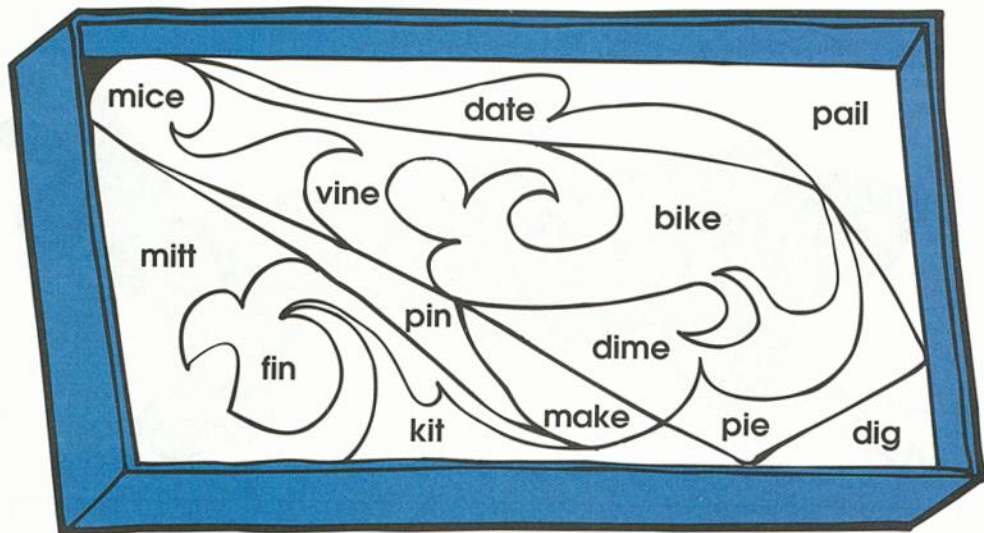
Write about an adventure Jay has when he gets to the cave.

I like this gift best.  
And that's no lie.

## Long Vowel i



**Directions:** Long i is the sound you hear in the words **like** and **lie**. Read each word below. Find out what gift Dad likes best by coloring the space if the word has the **long i** sound.



Think about the best gift you ever received.  
Why was it your favorite?

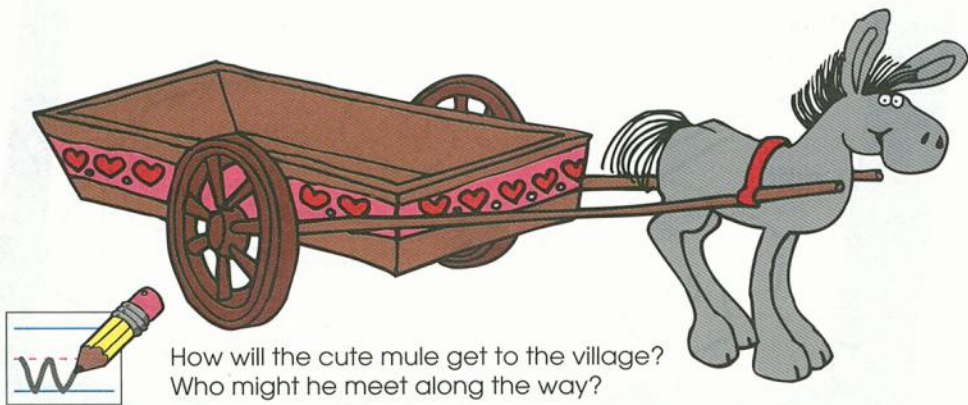




## Long Vowel u

The cute mule pulls a cart to the village.

**Directions:** Long **u** is the sound you hear in the words **cute** and **mule**. Read the words at the bottom of the page. Cut them out. If the word has the **long u** sound, paste it on the cart. Then draw a little picture that goes with each word.



How will the cute mule get to the village?  
Who might he meet along the way?

cube

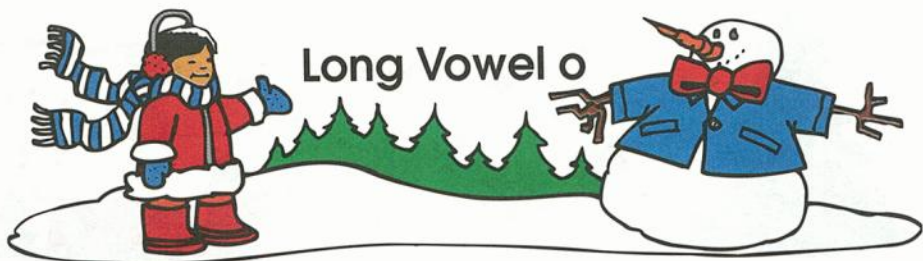
bug

tube

cane

flute





Joe used a coat, a bow, and a carrot for the nose.

**Directions:** Long **o** is the sound you hear in the words **Joe**, **coat**, **bow**, and **nose**. Cut out the flash cards. Sort them by different spellings for the sound of **long o**. Read each word. Then make up a game to play with the cards.

toe

soap

goat

rope

mow

hoe

bone

row



## Long Vowel o



Imagine that lots and lots of snow has just fallen. What will you do in all that snow?

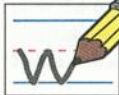
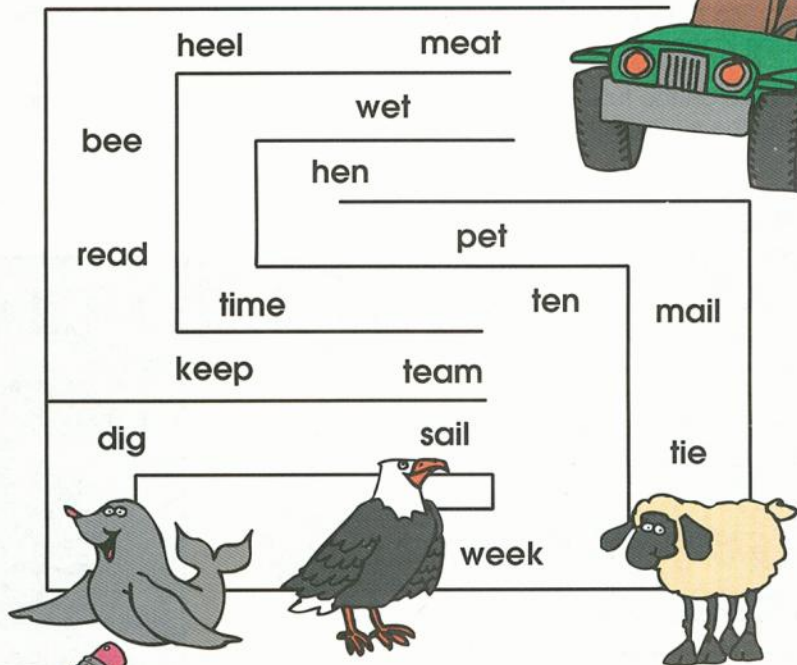
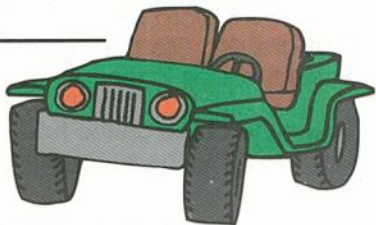




## Long Vowel e

Take a seat in the jeep.

**Directions:** Long **e** is the sound you hear in the words **se**at and **je**ep. Take a ride in the jeep to see an animal that is the symbol of the United States. Follow the path that has **long e** words to find out which animal it is.



What other animal would be a good symbol for our country? Tell why you think so.



## Exploring Short and Long Vowels



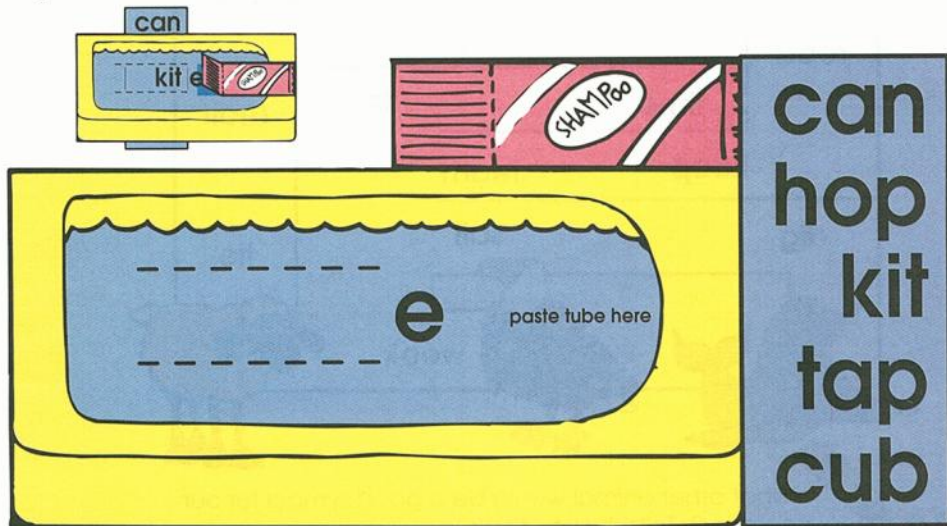
cap + e = cape



**Directions:** Adding **e** to the end of the short vowel word **cap** changes it to the long vowel word **cape**. Cut out the tub and the water. Cut on the dotted lines to make slits. Slip the water through the slits in the tub. Next, cut out the tube. Paste the tube in the tub, but don't paste the cap down.

When the cap is on the tube, read the short vowel word. Then, fold the cap back to show the **e**. Read the long vowel word.

Diagram:







# A Plan for Reading

**Directions:** Read this sentence:

In June, Pete rode his bike to the lake.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the correct answer.

- |  |             |   |
|--|-------------|---|
| 1. The first letter in each word is a    | consonant   | . |
|  | vowel       | . |
| 2. The second letter in each word is a   | consonant   | . |
|  | vowel       | . |
| 3. The third letter in each word is a    | consonant   | . |
|  | vowel       | . |
| 4. The fourth letter in each word is the | consonant e | . |
|  | vowel e     | . |

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-e** or the **CVCe** pattern. In words with the **CVCe** pattern, the first vowel is usually long and the final **e** is silent. Knowing about the CVCe pattern gives you a plan for figuring out new words.

## A Plan for Reading

When you come to a new word with the **CVCe** letter pattern,  
try the **long vowel** sound.  
Then read the sentence again to be sure the word makes sense.











# Long Vowels

**Directions:** Read the words in the box. Use the words to find the name of each picture. Write the name on the line.

rain soap seal mail toad meat

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

**Directions:** Find the word in the box that belongs in each sentence. Write the word on the line.

seat

load

paid

wait



1. Jean \_\_\_\_\_ for a ticket.  
\_\_\_\_\_
2. Then she had to \_\_\_\_\_ in line.  
\_\_\_\_\_
3. Soon they will \_\_\_\_\_ the coaster.  
\_\_\_\_\_
4. Will she get the front \_\_\_\_\_ ?  
\_\_\_\_\_



## A Plan for Reading



**Directions:** Read this sentence:

We tied our boat next to a pail.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete the sentence.

- |  |           |   |
|--|-----------|---|
| 1. The first letter in each word is a  | consonant | . |
|  | vowel     | . |
| 2. The second letter in each word is a | consonant | . |
|  | vowel     | . |
| 3. The third letter in each word is a  | consonant | . |
|  | vowel     | . |
| 4. The fourth letter in each word is a | consonant | . |
|  | vowel     | . |

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-vowel-consonant** or the **CVVC** pattern. In words with the CVVC pattern, the first vowel is usually long and the second vowel is silent. Knowing about the CVVC pattern gives you a plan for figuring out new words.

### A Plan for Reading

When you come to a word with the **CVVC** letter pattern,  
try the **long** sound of the first vowel.  
Then read the sentence again to be sure the word makes sense.





## Review Long Vowels

**Directions:** Find the word in the box that will complete each sentence. Write the word on the line.

pail sheep nine bone pie tune play

1. Little Tommy Tucker sang a \_\_\_\_\_ for his supper.
2. Old Mother Hubbard went to get her poor dog a \_\_\_\_\_.
3. Little Jack Horner got a plum from a sweet \_\_\_\_\_.
4. Mary's lamb made the children laugh and \_\_\_\_\_.
5. Bo Peep's lost \_\_\_\_\_ came home wagging their tails.
6. Jack and Jill went up a hill to get a \_\_\_\_\_ of water.
7. The pease porridge was \_\_\_\_\_ days old.



Did you notice that the sentences above are about nursery rhymes? Work with someone to find the rhyme each sentence is about. Write one of the rhymes you remember.



## Review Short and Long Vowels



Can a bug wiggle its toe? No!

**Directions:** Read each sentence. Circle the answer.

- |                                  |     |    |
|----------------------------------|-----|----|
| 1. Will a fox wear a tie?        | yes | no |
| 2. Can a mule sit in a pail?     | yes | no |
| 3. Will a pig dig in the mud?    | yes | no |
| 4. Can a seal help mow hay?      | yes | no |
| 5. Will a bee buzz in its hive?  | yes | no |
| 6. Will a cat run for a bone?    | yes | no |
| 7. Can a goat eat a bag of oats? | yes | no |
| 8. Will a hen dive into a lake?  | yes | no |



Write a comic about a funny animal like the bug that tried to wiggle its toes.





# Final y as a Vowel



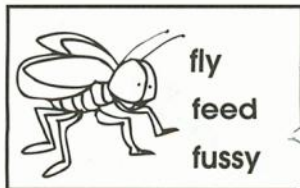
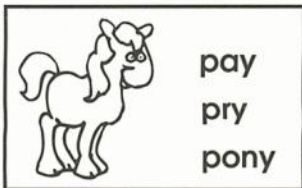
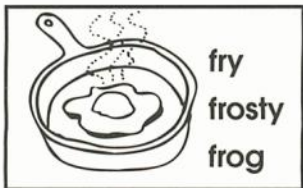
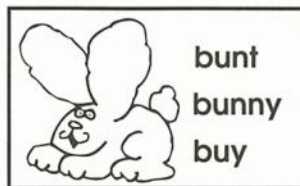
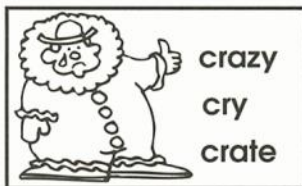
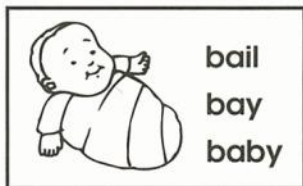
You know that **y** is a consonant. When **y** is at the beginning of a word, it stands for the sound at the beginning of **yard**.

Did you know that **y** can be a vowel too?

Sometimes **y** can stand for the **long e** sound at the end of **puppy**. Try this sound when **y** is the only vowel at the end of a word with more than one syllable or part.

Sometimes **y** can stand for the **long i** sound at the end of **dry**. Try this sound when **y** is the only vowel at the end of a one syllable word.

**Directions:** Say each picture name. Circle the word that names the picture. If **y** stands for the **long e** sound in **puppy**, color the picture **brown**. If **y** stands for the **long i** sound in **dry**, color the picture **orange**.







## Final y as a Vowel

**Directions:** Find the word in the box that completes each sentence. Write it on the line.

funny my try sunny ninety sky

1. Today is \_\_\_\_\_ and hot, hot, hot!

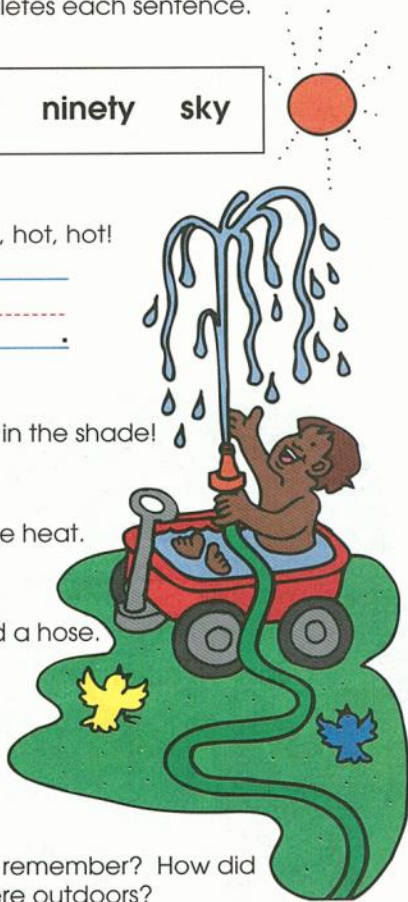
2. There isn't a cloud in the \_\_\_\_\_.

3. It feels like \_\_\_\_\_ degrees in the shade!

4. I must \_\_\_\_\_ to beat the heat.

5. I will use \_\_\_\_\_ wagon and a hose.

6. I look \_\_\_\_\_ but it works!



What is the hottest day you can remember? How did you beat the heat when you were outdoors?



## Hard and Soft c

Get ready to race through the city!  
Who will win the fancy shirt? Who will win the cake?

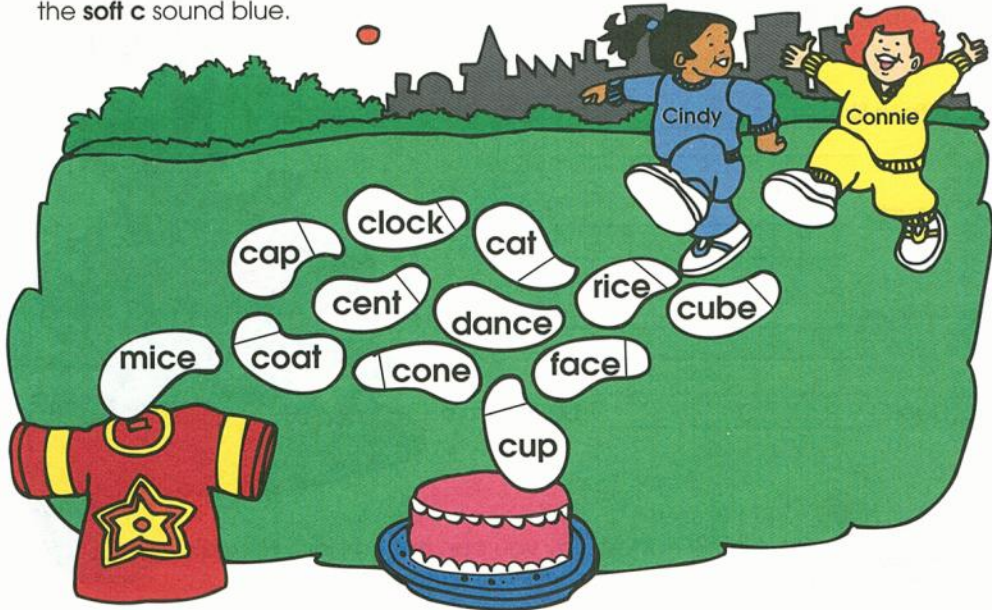
The letter **c** can stand for two different sounds.

You hear the **hard sound** of **c** at the beginning of **cake**.

You hear the **soft sound** of **c** in **race**, **city**, and **fancy**.

When **c** is followed by **e**, **i**, or **y**, try the soft sound.

**Directions:** Find out what Connie wins by coloring the prints with the words with the **hard c** sound yellow. Find out what Cindy wins by coloring the prints with the **soft c** sound blue.





## Hard and Soft g



Look! There's a gentle giant on my gym by the garden.

The letter **g** can stand for two different sounds.

You hear the **hard sound** of **g** at the beginning of **garden**.

You hear the **soft sound** of **g** at the beginning of **gentle**, **giant**, and **gym**. When **g** is followed by **e**, **i**, or **y**, try the soft sound.

**Directions:** Use what you know about the sounds of the letter **g** to read more about the giant. Draw a picture to go with each sentence.

The giant had a magic egg.

One day a huge goose  
saw the egg by the gate.



Finish the story about the giant, the goose, and the magic egg.



## S Blends

The sounds you hear at the beginning of these words are consonant blends:



sticks



string



spoon



swim

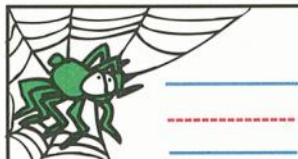


snail



sleep

**Directions:** Say the name of each picture. Print the letters that stand for the blend you hear at the beginning.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

**Directions:** Circle the name of each picture.



smile  
soap  
smoke



stop  
steps  
strap



skunk  
skirt  
soak



spring  
spot  
spray



slip  
side  
slide



screen  
scale  
sail





## S Blends

**Directions:** Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

snowscarfsweaterskatessledsquirrel

What is your favorite season of the year? Why?

Take a survey to find out the favorite season of others you know.  
Which season did the most people choose as their favorite?





# L Blends

Directions:



clock

If you hear the sounds that the letters **cl** stand for, color the picture **red**.



flute

If you hear the sounds that the letters **fl** stand for, color the picture **yellow**.



blimp

If you hear the sounds that the letters **bl** stand for, color the picture **orange**.



globe

If you hear the sounds that the letters **gl** stand for, color the picture **brown**.



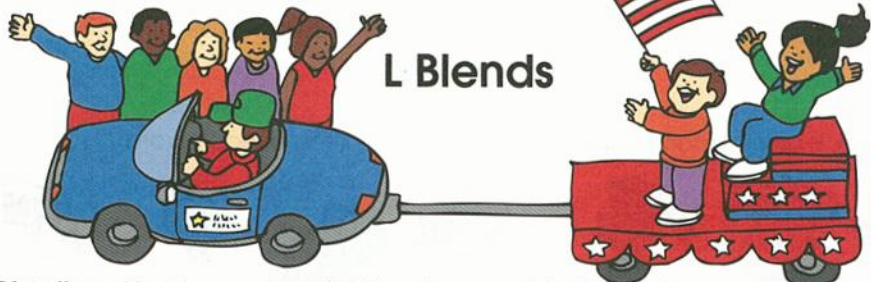
plum

If you hear the sounds that the letters **pl** stand for, color the picture **green**.





# L Blends



**Directions:** Use the words in the box to complete the sentences about the picture above.

blue

clap

float

glue

please

flag

\_\_\_\_\_ help us get ready for the parade.

Our first job is to build a \_\_\_\_\_ out of wire.

Next we will \_\_\_\_\_ paper to the sides.

We hope the sky is \_\_\_\_\_ on parade day.

We will wave the United States \_\_\_\_\_

Everyone will \_\_\_\_\_ as we pass by.



List some places where you have seen the United States flag.  
Why do you think people feel proud when they see our flag?



# R Blends

Read each word. Listen for the blend at the beginning of each word.



tree



dress



bread



crown



frog

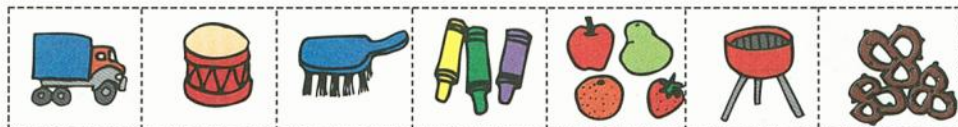
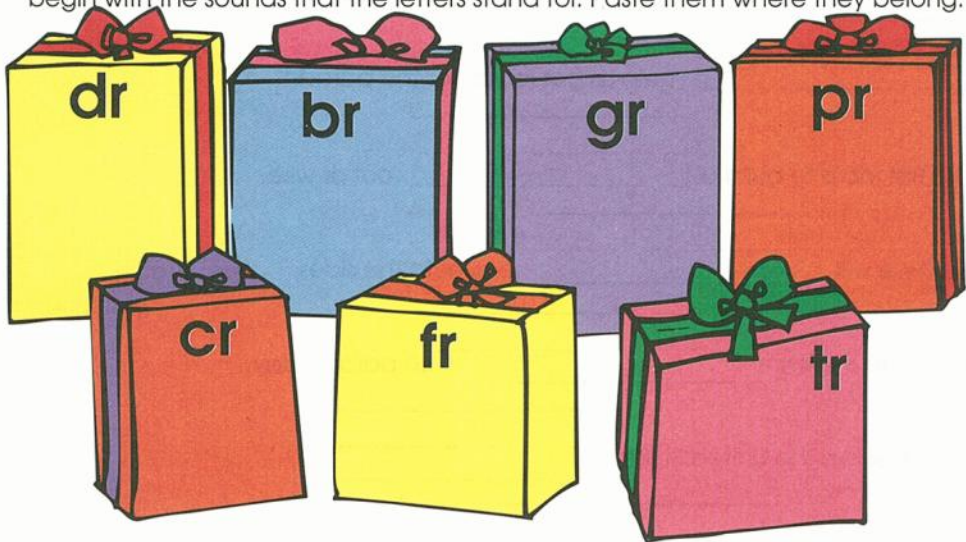


grapes



price

**Directions:** Look at the letters on the presents. Find the pictures below that begin with the sounds that the letters stand for. Paste them where they belong.





## R Blends

**Directions:** Use each word in the box to complete the puzzle.

brick

drain

crab

train

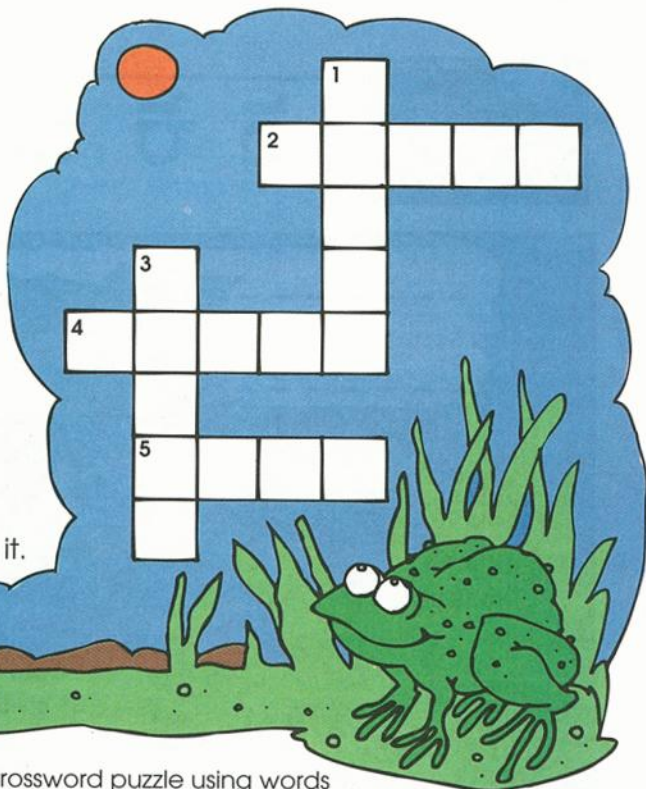
prize

### Across

- You might win it.
- It runs on a track.
- It lives by the sea.

### Down

- It is a hole in a sink.
- You might build with it.



Make up a crossword puzzle using words with blends at the beginnings. Ask a friend to solve your puzzle.





## Exploring Consonant Blends

**Directions:** Cut out the train and the smoke. Cut on the dotted lines to make slits. Slip the smoke through the slits on the train. Slide the smoke and read each new word.

Diagram:



br dr gr pl str tr







# Review Consonant Blends



**Directions:** Read each sentence. Circle the word that completes each sentence. Write the word on the line.

1. I like to sit and \_\_\_\_\_ about what I want to be. dream  
stream  
clean

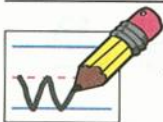
2. I might let drivers know when to \_\_\_\_\_. fry  
plant  
stop

3. I could teach children to read and \_\_\_\_\_. sleep  
spell  
street

4. It would be fun to own a \_\_\_\_\_. store  
step  
flame

5. Maybe I will be a big movie \_\_\_\_\_. plant  
dress  
star

6. That dream really makes me \_\_\_\_\_. smile  
grill  
small



What do you dream you might do someday?



## Beginning Consonant Digraphs

Let's visit the chicks and sheep at the petting farm.



chicks



sheep

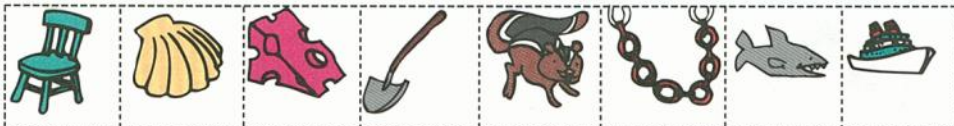
The letters you see at the beginning of the words **chicks** and **sheep** are called consonant digraphs. The two consonants go together to stand for one sound.

**Directions:** Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as **chicks**, paste it near the chicks. If the picture name begins with the same sound as **sheep**, paste it near the sheep.



What do you think of this?

All petting farms are good places for animals to live.





# Beginning Consonant Digraphs



Thirteen swimmers saw the huge whale.

**13**

thirteen



whale

**Directions:** Say each picture name. If you hear the first sound in **thirteen**, write **th** on the line. Write **wh** if you hear the first sound in **whale**.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____



What would you do if you saw a whale in the ocean?  
 What would you do if you saw a whale stranded on the beach?



## Final Consonant Digraphs



Josh looks at the clock.

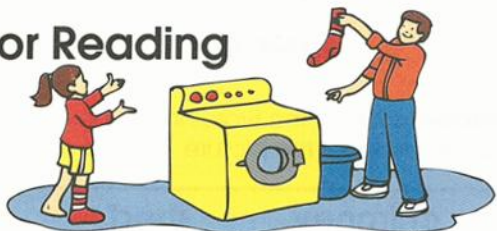
**Directions:** Write the picture name on the line.







## A Plan for Reading



**Directions:** Read this sentence:

What luck! We found the lost sock!

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, circle the word that will complete each sentence.

- |  |           |   |
|--|-----------|---|
| 1. The first letter in each word is a  | consonant | . |
|  | vowel     | . |
| 2. The second letter in each word is a | consonant | . |
|  | vowel     | . |
| 3. The third letter in each word is a  | consonant | . |
|  | vowel     | . |
| 4. The fourth letter in each word is a | consonant | . |
|  | vowel     | . |

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-consonant** or **CVCC** pattern. Words with the CVCC pattern usually have a short vowel sound. Knowing about the CVCC pattern gives you a plan for figuring out new words.

## A Plan for Reading

When you come to a new word with the **CVCC** letter pattern, try the **short vowel** sound.  
Then read the sentence again to be sure the word makes sense.







## Review Consonant Digraphs

**Directions:** Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

chimney

shed

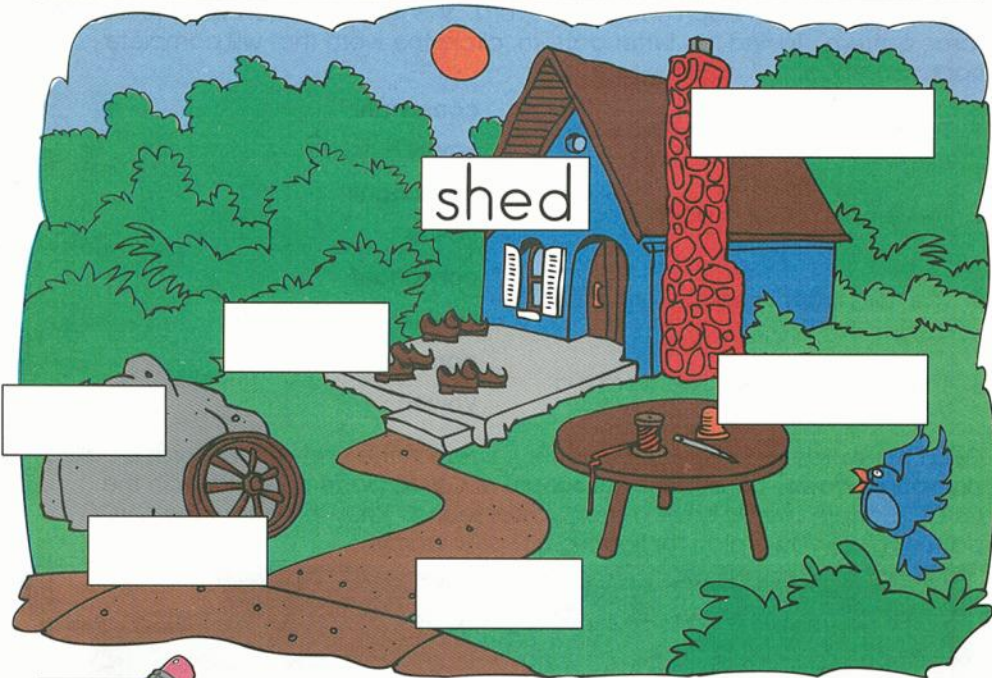
wheel

thimble

shoes

path

rock



Write a story about the picture.



# Review Your Plans for Reading



**Directions:** Write the underlined words under the correct letter pattern. The first one shows you what to do.

Tom began to moan. "It will take me a long time to read this good book. I'd like to be able to read all the words by myself. I can't wait to see what happens next!"

"You can do it," Mr. Jet reminded him. "There are many ways to figure out new words on your own. One way is to look for letter patterns."

CVC	CVCC	CVCe	CVVC
Tom			

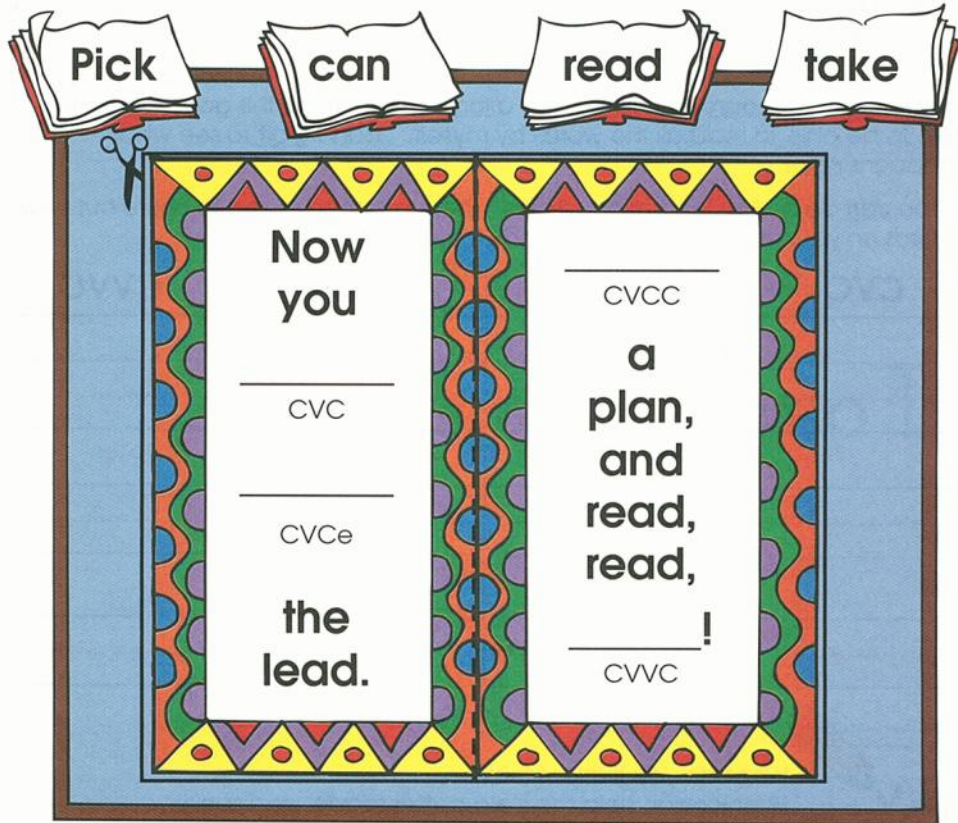


What do you think of this?  
Phonics can help me be a better reader and speller.



## Use Your Plans for Reading

**Directions:** Write the words on the books above the correct letter pattern on the bookmark. Cut out the bookmark. Fold the bookmark on the dotted line and tape the sides. As you read, use the bookmark to help you remember the four plans for figuring out new words.





## What You Need to Know About Taking Tests

You can get better at taking tests. Here are some tips.

**Do your schoolwork.** Study in school. Do your homework all the time. These things will help you in school and on any tests you take. Learn new things a little at a time. Then you will remember them better when you see them on a test.

**Feel your best.** Get a good night's sleep. Eat a healthy breakfast.

**Be ready for the test.** Do practice questions. Learn about the different kinds of questions. Books like this one will help you.

**Follow the test directions.** Listen carefully to the directions your teacher gives. Read all instructions carefully. Watch out for words such as *not*, *none*, *never*, *all*, and *always*. These words can change the meaning of the directions. You may want to circle words like these. This will help you keep them in mind as you answer the questions.

**Look carefully at each page before you start.** Do reading tests in a special order. First, read the directions. Read the questions next. This way you will know what to look for as you read. Then read the story. Last, read the story again quickly. Skim it to find the best answer.

**Use your time wisely.** Many tests have time limits. Look at the clock when the test starts. Figure out when you need to stop. When you begin, look over the whole thing. Do the easy parts first. Go back and do the hard parts last. Make sure you do not spend too much time on any one part. This way, if you run out of time, you still have completed much of the test.

**Sometimes it's good to guess.** Here's what to do. Each question may have four or five answer choices. You may know that two answers are wrong, but you are not sure about the rest. Then make your best guess. If you are not sure about any of the answers, skip it. Do not guess. Tests like these take away extra points for wrong answers. So it is better to leave them blank.

## What You Need to Know About Taking Tests

**Check your work.** You may finish the test before the time is up. Then you can go back and check your answers. Make sure you answered each question you could. Also, make sure that you filled in only one answer circle for each question. Erase any extra marks on the page.

To answer multiple choice questions:

- Answer easy questions first.
- Skip hard questions. Come back to them later. Circle the question to remember which ones you still need to do.

To answer fill-in-the-blank questions:

- Try to think of the answer before you look at the choices.
- See if one of the choices matches your answer.

To answer oral questions:

- Listen to the directions.
- Say each answer to yourself. Listen to the sounds.
- Look at all the words. Then mark the one you think is correct.

When you choose a picture to answer a question on a test:

- Listen to the story carefully.
- Try to imagine what is happening. Choose the picture that is closest to what you imagine.
- Change your answer only if you are sure it is wrong and another one is right.



## Test-Taking Practice: Grade K

**Directions:** Listen for the word that means almost the same as the underlined word. Fill in the circle next to your answer.

1 delicious pizza

- ☐ boring
- ☐ hungry
- ☐ tasty

3 I am afraid of mice.

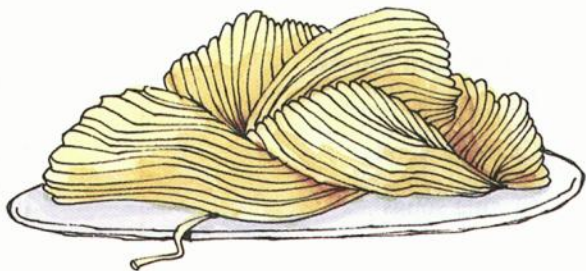
- ☐ bears
- ☐ rice
- ☐ moose

2 below the desk

- ☐ above
- ☐ behind
- ☐ under

4 I like to eat spaghetti dinner.

- ☐ winner
- ☐ supper
- ☐ finger



## Test-Taking Practice: Grade K

**Directions:** Listen to an adult read the sentences and choices. Fill in the circle next to the answer that best completes the sentence.

1 The cereal is \_\_\_\_\_.

- ☐ in the bowl
- ☐ at a movie
- ☐ in the attic

2 The \_\_\_\_\_ is full of apples.

- ☐ tall tree
- ☐ blue sea
- ☐ big building

3 When I am thirsty, I \_\_\_\_\_.

- ☐ chop wood
- ☐ sing songs
- ☐ drink water

4 We had cake at my birthday \_\_\_\_\_.

- ☐ hike
- ☐ party
- ☐ flower

5 Be \_\_\_\_\_ not to touch the oven.

- ☐ careful
- ☐ happy
- ☐ silly



## Test-Taking Practice: Grade K

**Directions:** Listen to the story. Then fill in the circle next to the picture that best answers the question.

Wendy was Tanya's baby sister. Wendy wanted to do everything Tanya did. Tanya was going to eat the last piece of cake. Wendy wanted a piece too. Tanya got an idea. She cut the piece of cake in half. They ate their snack together.

1 Which picture shows Wendy?

☐☐☐

2 What did Wendy want to eat?

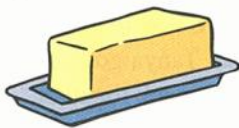
☐☐☐

## Test-Taking Practice: Grade K

**Directions:** Look at the picture in each box. Fill in the circle next to each beginning sound.



☐ p    ☐ t



☐ b    ☐ p



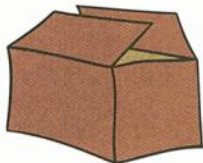
☐ n    ☐ c



☐ n    ☐ b



☐ t    ☐ n



☐ t    ☐ b



☐ p    ☐ b



☐ c    ☐ p



☐ c    ☐ b

# Test-Taking Practice: Grade K

**Directions:** Look at the picture in each box. Fill in the circle next to each ending sound.



☐ t    ☐ p



☐ n    ☐ b



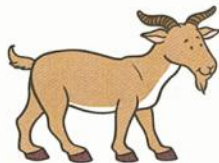
☐ b    ☐ t



☐ n    ☐ p



☐ p    ☐ b



☐ p    ☐ t



☐ b    ☐ p



☐ n    ☐ p



☐ t    ☐ n



## Test-Taking Practice: Grade K

**Directions:** Listen to an adult say the word. Fill in the circle next to the word that has the same beginning sound.

**1** desk

☐ chair

☐ bat

☐ den

---

**Directions:** Listen to an adult say the word. Fill in the circle next to the word that has the same ending sound.

**2** make

☐ man

☐ nose

☐ rock

---

**Directions:** Listen to an adult say the word. Fill in the circle next to the word that rhymes.

**3** find

☐ left

☐ fun

☐ kind

---

## Test-Taking Practice: Grade K

**Directions:** Listen for the word that has the same beginning sound as street. Fill in the circle next to that word.

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 1 | strong                | teeth                 | horse                 |
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- 

**Directions:** Listen for the word that has the same beginning sound as flat. Fill in the circle next to that word.

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 2 | tall                  | sat                   | fly                   |
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- 

**Directions:** Listen for the word that has the same middle sound as ride. Fill in the circle next to that word.

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 3 | miss                  | line                  | hair                  |
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
- 

**Directions:** Listen for the word that has the same middle sound as get. Fill in the circle next to that word.

- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
| 4 | ten                   | here                  | real                  |
|   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
-

## Test-Taking Practice: Grade K

**Directions:** Listen for the word that has the same beginning sound as large.  
Fill in the circle next to that word.

1



leaf

☐

arm

☐

hill

☐

2



fox

☐

tall

☐

gone

☐

**Directions:** Listen for the word that has the same middle sound as hat.  
Fill in the circle next to that word.

3

bag

☐

buy

☐

bit

☐

**Directions:** Listen for the word that has the same middle sound as wet.  
Fill in the circle next to that word.

4

room

☐

rest

☐

roll

☐

## Test-Taking Practice: Grade 1

**Directions:** Listen to the story and fill in the circle for the answer to each question. Carol wanted to ride her bike with her friend, Ramon. They would ride up the street to the playground. When she went to get her bike, Carol saw it had a flat tire.

- 1 Which picture shows what was wrong with Carol's bike?

☐☐☐

- 2 Find the picture that shows where Ramon and Carol wanted to go.

☐☐☐

- 3 Find the sentence that tells how Carol probably felt when she saw her bike.

She was happy.

☐

She was sad.

☐

She didn't care.

☐

Listen to the rest of the story: Carol told her big brother about the tire. He said he could fix it right away. He fixed the tire, and Carol could ride with her friend.

- 4 Mark the circle under the words that tell what this story was mostly about.

going for a ride

☐

fixing a bike

☐

going to the playground

☐

# Test-Taking Practice: Grade 1

**Directions:** Find the word that means big. Fill in the circle next to that word.



funny

☐

cool

☐

large

☐

empty

☐

Think about the definition.  
Choose the best answer.

- 1 Find the word that means twelve months.**

yard

☐

year

☐

pail

☐

mile

☐

- 2 Find the word that means a kind of fruit.**

tree

☐

bread

☐

milk

☐

orange

☐

- 3 Find the word that means a place where people live.**

house

☐

chair

☐

roof

☐

tree

☐

- 4 Find the word that means something made of wood.**

dress

☐

glove

☐

brick

☐

log

☐

- 5 Find the word that means something that makes honey.**

fish

☐

bird

☐

bee

☐

cow

☐



## Test-Taking Practice: Grade 1

**Directions:** Find the word that means something that you read. Fill in the circle next to that word.

SAMPLE  
A

snack

☐

book

☐

seat

☐

sound

☐

1 Which word means a small city?

road

☐

hill

☐

house

☐

town

☐

2 Which word means a body of water?

lake

☐

field

☐

tree

☐

cave

☐

**Directions:** Find the word that means about the same as the underlined word.

3 search for

- ☐ race
- ☐ jump
- ☐ look
- ☐ write

4 large boat

- ☐ wagon
- ☐ balloon
- ☐ cart
- ☐ ship

5 will listen

- ☐ hear
- ☐ taste
- ☐ find
- ☐ sell

6 wet cloth

- ☐ damp
- ☐ small
- ☐ soft
- ☐ warm

# Test-Taking Practice: Grade 1

**Directions:** Which answer choice fits best in the blank? Fill in the circle next to that choice.

SAMPLE  
A

The \_\_\_\_\_ deer was shy. It stood beside its mother.

- |                             |                             |
|-----------------------------|-----------------------------|
| <input type="radio"/> young | <input type="radio"/> brave |
| <input type="radio"/> fast  | <input type="radio"/> tall  |



Try each answer in the blank.

**Directions:** For numbers 1–6, find the word that best fits in the blank.

- |   |                               |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
|---|-------------------------------|-----------------------------|----------------------------|-----------------------------|------------------------------|-----------------------------|-------------------------------|-----------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|---|----------------------------|-----------------------------|---------------------------|---------------------------|-------------------------------|-----------------------------|-----------------------------|-------------------------------|----------------------------|-----------------------------|-----------------------------|----------------------------|
| <p>1 The _____ soon or we will be late.</p> <table border="0"><tr><td><input type="radio"/> play</td><td><input type="radio"/> start</td></tr><tr><td><input type="radio"/> call</td><td><input type="radio"/> study</td></tr></table> <p>2 Put the ladder _____ the wall so I can climb up.</p> <table border="0"><tr><td><input type="radio"/> inside</td><td><input type="radio"/> along</td></tr><tr><td><input type="radio"/> against</td><td><input type="radio"/> below</td></tr></table> <p>3 Put the food on the _____ and then serve it.</p> <table border="0"><tr><td><input type="radio"/> dishes</td><td><input type="radio"/> floor</td></tr><tr><td><input type="radio"/> stove</td><td><input type="radio"/> chairs</td></tr></table> | <input type="radio"/> play    | <input type="radio"/> start | <input type="radio"/> call | <input type="radio"/> study | <input type="radio"/> inside | <input type="radio"/> along | <input type="radio"/> against | <input type="radio"/> below | <input type="radio"/> dishes | <input type="radio"/> floor | <input type="radio"/> stove | <input type="radio"/> chairs | <p>4 The _____ was bright. It was easy to see even though it was night.</p> <table border="0"><tr><td><input type="radio"/> moon</td><td><input type="radio"/> cloud</td></tr><tr><td><input type="radio"/> sun</td><td><input type="radio"/> fog</td></tr></table> <p>5 Helena _____ her room blue and white.</p> <table border="0"><tr><td><input type="radio"/> cleaned</td><td><input type="radio"/> fixed</td></tr><tr><td><input type="radio"/> slept</td><td><input type="radio"/> painted</td></tr></table> <p>6 The cat's claws are _____, so be careful when you play with it.</p> <table border="0"><tr><td><input type="radio"/> soft</td><td><input type="radio"/> sharp</td></tr><tr><td><input type="radio"/> furry</td><td><input type="radio"/> nice</td></tr></table> | <input type="radio"/> moon | <input type="radio"/> cloud | <input type="radio"/> sun | <input type="radio"/> fog | <input type="radio"/> cleaned | <input type="radio"/> fixed | <input type="radio"/> slept | <input type="radio"/> painted | <input type="radio"/> soft | <input type="radio"/> sharp | <input type="radio"/> furry | <input type="radio"/> nice |
| <input type="radio"/> play  | <input type="radio"/> start   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> call  | <input type="radio"/> study   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> inside  | <input type="radio"/> along   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> against   | <input type="radio"/> below   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> dishes  | <input type="radio"/> floor   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> stove   | <input type="radio"/> chairs  |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> moon  | <input type="radio"/> cloud   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> sun   | <input type="radio"/> fog     |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> cleaned   | <input type="radio"/> fixed   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> slept   | <input type="radio"/> painted |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> soft  | <input type="radio"/> sharp   |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |
| <input type="radio"/> furry   | <input type="radio"/> nice    |                             |                            |                             |                              |                             |                               |                             |                              |                             |                             |                              |   |                            |                             |                           |                           |                               |                             |                             |                               |                            |                             |                             |                            |

# Test-Taking Practice: Grade 1

**Directions:** Which answer choice fits best in the blank? Fill in the circle next to that choice.

SAMPLE  
A

The ice was so \_\_\_\_\_. We couldn't walk on it.

safe

☐

thin

☐

thick

☐

cold

☐

- 1 The box was so heavy it took two of us to \_\_\_\_\_ it.

lift

☐

see

☐

find

☐

- 2 The oven is hot. Now we can \_\_\_\_\_ the cookies.

taste

☐

eat

☐

buy

☐

bake

☐

- 3 Put your coat in the \_\_\_\_\_ and then close the door.

garden

☐

box

☐

closet

☐

- 4 Each week, I try to save some money in my \_\_\_\_\_.

pocket

☐

wallet

☐

bank

☐

- 5 The \_\_\_\_\_ at the beach were pretty. I took some home.

shells

☐

water

☐

crowd

☐

## Test-Taking Practice: Grade 1

**Directions:** Find the word that has the same beginning sound as joke. Fill in the circle next to that word.

SAMPLE  
A

pay

☐

jump

☐

mop

☐

funny

☐

- 1 Which word has the same beginning sound as pork?

dust

☐

late

☐

pool

☐

clap

☐

- 2 Which word has the same beginning sound as van?

toast

☐

move

☐

near

☐

vote

☐

- 3 Which word has the same beginning sound as chest?

choose

☐

touch

☐

song

☐

these

☐

- 4 Which word has the same ending sound as knob?

coat

☐

lunch

☐

dear

☐

club

☐

- 5 Which word has the same ending sound as stew?

net

☐

wheel

☐

now

☐

give

☐

- 6 Which word has the same ending sound as third?

hard

☐

land

☐

barn

☐

dark

☐

# Test-Taking Practice: Grade 1

**Directions:** Which word has the same ending sound as far? Fill in the circle next to that word.

SAMPLE  
A

fun  
☐

off  
☐

ran  
☐

her  
☐



Say each answer to yourself.  
Listen for the ending sound.

- 1 Which word has the same ending sound as pin?

trap  
☐

can  
☐

nose  
☐

pet  
☐

- 2 Which word has the same ending sound as hit?

not  
☐

hear  
☐

win  
☐

dish  
☐

- 3 Which word has the same ending sound as have?

wish  
☐

head  
☐

van  
☐

love  
☐

- 4 Which word has the same ending sound as want?

wind  
☐

sent  
☐

both  
☐

- 5 Which word has the same ending sound as dirt?

learn  
☐

bird  
☐

heart  
☐



# Test-Taking Practice: Grade 1

**Directions:** Which word has the same middle sound as bird? Fill in the circle next to that word.

SAMPLE  
A



like

☐

heard

☐

noise

☐

miss

☐

- 1 Find the word that has the same middle sound as cow.



hope

☐

roar

☐

round

☐

pop

☐

- 2 Find the word that has the same middle sound as tent.



rest

☐

team

☐

seem

☐

they

☐

- 3 Find the word that has the same middle sound as rain.

load

☐

that

☐

bread

☐

game

☐

- 4 Find the word that has the same middle sound as fruit.

root

☐

hope

☐

boat

☐

cow

☐

- 5 Find the word that has the same middle sound as kite.

fair

☐

list

☐

have

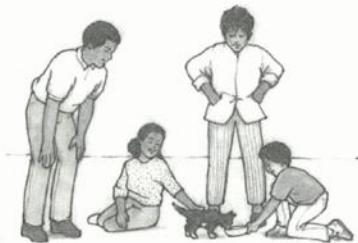
☐

five

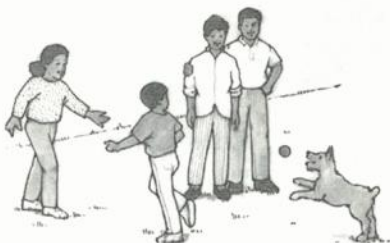
☐

## Test-Taking Practice: Grade 2

- 1 Find the picture of what probably happened first.



☐



☐

**Directions:** Find the sentence that best fits in the blank. Fill in its circle.

- 2 Mr. Jennings went shopping. He bought food for dinner.

\_\_\_\_\_.

- ☐ Then he came home.
- ☐ Then he stayed at the store.
- ☐ Then he sold the food.

- 3 The kitten is hungry. Lettie knows what to do.

\_\_\_\_\_.

- ☐ The kitten runs away.
- ☐ She gives it a bath.
- ☐ She feeds the kitten.

## Test-Taking Practice: Grade 2



# Up and Away



I fasten my belt  
And close my eyes;  
The next time I look  
We're up in the skies!

Blue sky above;  
White clouds below;  
In a window seat  
I enjoy the show.

My very first chance  
To soar like a bird  
We're flying so high  
I can't say a word.

Then the plane lands  
And I head for the door.  
I'm going to ask Mom  
When I can fly more.

**Directions:** Fill in the circle next to the answer for each of these questions.

### 1 What does the child do first?



fix belt

☐

eat food

☐

read book

☐

### 2 Where must the child be sitting?

☐☐☐

## Test-Taking Practice: Grade 2

- 3 If the child added a sentence to the poem about traveling with a relative, it might be

Beside me sat  
\_\_\_\_\_.

My best friend, Nat.

☐

My sister, Pat.

☐

A man with a hat.

☐

- 4 The child in the poem says

To soar like a bird.

To soar like a bird is to



step.

☐



land.

☐



fly.

☐

- 5 The child in the poem says

The next time I look  
We're up in the skies!

What does the child mean?

- ☐ The plane rose quickly.
- ☐ She saw the plane fly.
- ☐ The plane is landing.

## Test-Taking Practice: Grade 2

- 6 In the poem, what is soaring?



train

☐

plane

☐

car

☐

- 7 In this poem, the child fastens a belt. What is the opposite of fasten?

tighten

☐

unfasten

☐

attach

☐

move

☐

**Directions:** Find the sentence that best fits in the blank. Fill in its circle.

- 8 People need clothes when they travel. \_\_\_\_\_.  
The suitcase is stored in the plane.

- ☐ Planes are faster than cars.
- ☐ An airport is a large building.
- ☐ They put clothes in a suitcase.

- 9 An airport is a busy place. \_\_\_\_\_.  
Planes take off and land all day.

- ☐ You drive to get to the airport.
- ☐ Many people come and go.
- ☐ Sometimes a plane ride is long.



## Test-Taking Practice: Grade 2

**Directions:** Fill in the circle next to each answer.

- 1 Kyle actually knew Sign Language.

Which of these words means the same as actually?

rarely

☐

really

☐

seldom

☐

- 2 Patsy said she was nervous.

Which of these words means the opposite of nervous?

calm

☐

annoyed

☐

frightened

☐

- 3 Find the word that has the same vowel, or middle, sound as found.

road

☐

flood

☐

clown

☐

- 4 Which of these is the root, or base, word of trying?

try

☐

ing

☐

ryin

☐

\* A base word is a word from which other words are made.

- 5 Which of these is the root, or base, word of reached?

each

☐

ched

☐

reach

☐

## Test-Taking Practice: Grade 2

**Directions:** Which word fits best in the blank? Fill in the circle next to that choice.

SAMPLE  
A

The boat began to \_\_\_\_.

climb

☐

wait

☐

sink

☐

talk

☐

**Directions:** For numbers 1 and 2, find the words that best complete the story. Fill in the circle next to that choice.

The (1) \_\_\_\_\_ was easy to enter. All you had to do was show up at the park. To win, you had to (2) \_\_\_\_\_ how many jelly beans were in a jar.



1

☐ door

☐ tunnel

2

☐ play

☐ guess

☐ contest

☐ room

☐ read

☐ count

**Directions:** For Sample B and numbers 3 and 4, which word fits best in both blanks? Fill in the circle next to that choice.

SAMPLE  
B

It was a \_\_\_\_\_ day. The speeder paid a \_\_\_\_\_.

nice

☐

fine

☐

ticket

☐

great

☐

3

\_\_\_\_\_ the light over here.

The \_\_\_\_\_ on this pencil broke.

☐ point

☐ shine

☐ eraser

☐ top

4

The puppy began to \_\_\_\_\_.

The car needs a new \_\_\_\_\_.

☐ sleep

☐ light

☐ run

☐ tire



Use the meaning of the sentence to find the answer.

## Test-Taking Practice: Grade 2

SAMPLE  
A**Directions:** Find the word that has the same ending sound as camp.

Fill in its circle.

dump

trip

dirt

☐☐☐SAMPLE  
B**Directions:** Find the word that is a compound word, a word that is made up of two smaller words. Fill in its circle.

building

darkness

plumbing

sidewalk

☐☐☐☐

- 1 Find the word that has the same ending sound as best.

loss

salt

most

☐☐☐

- 2 Find the word that has the same vowel sound as same.

ham

rain

soar

sand

☐☐☐☐

- 3 What does the word aren't mean?

are not

are late

are most

are then

☐☐☐☐

- 4 Find the word that is a compound word.

footprint

remember

narrow

explain

☐☐☐☐

- 5 What is the root word of kindness?

in

ness

kind

ind

☐☐☐☐

- 6 What is suffix of careful?

are

car

reful

ful

☐☐☐☐

## Test-Taking Practice: Grade 2

**Directions:** Fill in the circle next to the word that is spelled correctly.

SAMPLE  
**A**

Did you \_\_\_\_\_ who was there?

notise

☐

notice

☐

notisce

☐

notis

☐

**1** Our \_\_\_\_\_ run is about two miles.

dailly

☐

dailey

☐

daley

☐

daily

☐

**2** The \_\_\_\_\_ is open.

wendow

☐

windo

☐

window

☐

windowwe

☐

**Directions:** Fill in the circle next to the word that is not spelled correctly.  
If all of the words are spelled correctly, choose "All correct."

SAMPLE  
**B**

☐ look around

☐ never mind

☐ hidden prize

☐ All correct

**4** ☐ floating log ☐ many birds

☐ windy day ☐ All correct

**5** ☐ hot paivment ☐ right answer

☐ strong branch ☐ All correct

# Test-Taking Practice Answer Key: Grade K

## Page 279

1. tasty
2. under
3. rice
4. winner

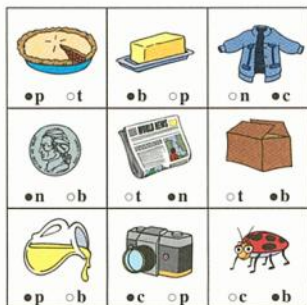
## Page 280

1. in the bowl
2. tall tree
3. drink water
4. party
5. careful

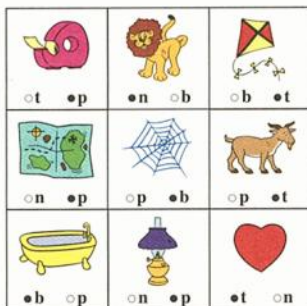
## Page 281

1. the second picture
2. Wendy wanted to eat cake.

## Page 282



## Page 283



## Page 284

1. den
2. rock
3. kind

## Page 285

5. strong
6. fly
7. line
8. ten

## Page 286

7. leaf
8. gone
9. bag
10. rest



## Test-Taking Practice Answer Key: Grade 1

*Page 287*

1. the third picture
2. the first picture
3. She was sad.
4. fixing a bike

*Page 288*

- A.** large
1. year
  2. orange
  3. house
  4. log
  5. bee

*Page 289*

- A.** book
1. town
  2. lake
  3. look
  4. ship
  5. hear
  6. damp

*Page 290*

- A.** young
1. start
  2. against
  3. dishes
  4. moon
  5. painted
  6. sharp

*Page 291*

- A.** thin
1. lift
  2. bake
  3. closet
  4. bank
  5. shells

*Page 292*

- A.** jump
1. pool
  2. vote
  3. choose
  4. club
  5. now
  6. hard

*Page 293*

- A.** her
1. can
  2. not
  3. love
  4. sent
  5. heart

*Page 294*

- A.** heard
1. round
  2. rest
  3. game
  4. root
  5. five

## Test-Taking Practice Answer Key: Grade 2

*Page 295*

1. first picture
2. Then he came home.
3. She feeds the kitten.

*Page 296*

1. fix belt
2. second picture

*Page 297*

3. My sister, Pat
4. fly
5. The plane rose quickly.

*Page 298*

6. plane
7. unfasten
8. They put clothes in a suitcase.
9. Many people come and go.

*Page 299*

1. really
2. calm
3. clown
4. try
5. reach

*Page 300*

- A.** sink
1. contest
  2. guess
- B.** fine
3. point
  4. tire

*Page 301*

- A.** dump
- B.** sidewalk
1. most
  2. rain
  3. are not
  4. footprint
  5. kind
  6. full

*Page 302*

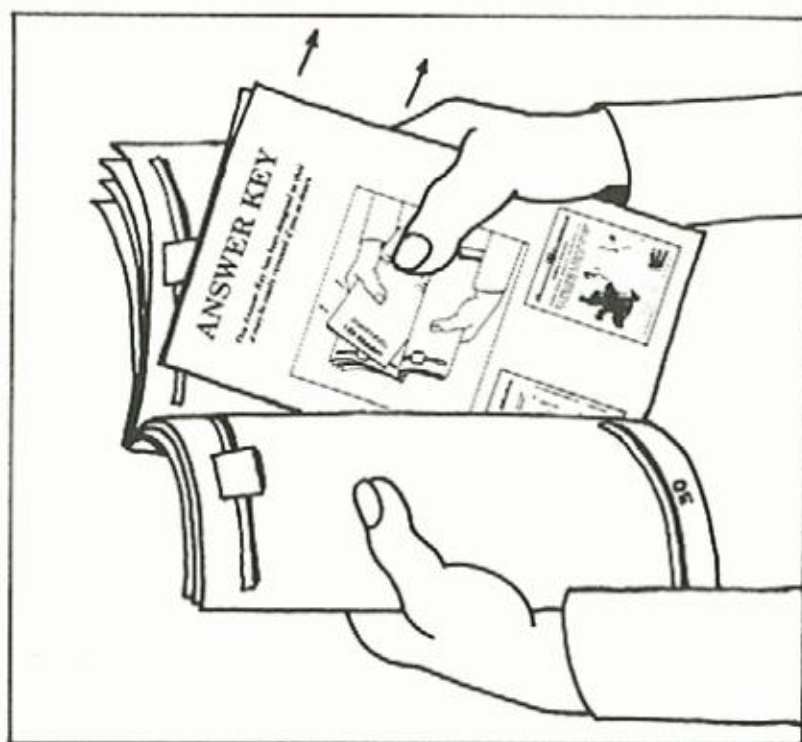
- A.** notice
1. daily
  2. window
- B.** All correct
4. All correct
  5. hot pavement



# ANSWER KEY

*To remove this Answer Key pull along perforation*

## PHONICS



NAME \_\_\_\_\_

### Beginning Consonant Bb

The baby wants to bounce the ball.

**B b ball**

Directions: Say each picture name. If the picture name begins with the same sound as **ball**, color the picture.

Color the pictures that begin with the same sound as **ball**.

9

NAME \_\_\_\_\_

### Beginning Consonant Cc

Cody Caterpillar needs a warm, cozy coat.

**C c caterpillar**

Directions: Cut out the pictures of the caterpillar. Say each picture name. If the picture name begins with the same sound as **caterpillar**, color it. Then glue it to the caterpillar.

Color the pictures that begin with the same sound as **caterpillar**.

10

Page No. \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Tt

Johnny put too many toys in the tub.

**Tt tub**

Directions: Say the picture name for each toy in the tub. If the picture name begins with the same sound as **Tt**, tick it with an X.

Write your name below the line.

11

Page No. \_\_\_\_\_ Name \_\_\_\_\_

### Review Beginning Consonants

**Bb Cc Tt Nn Pp**

Directions: Copy the letter at the beginning of each row. Then say each picture name. Circle each picture whose name begins with the sound that letter stands for.

B	Ball	Bear	Butter	Bus
C	Cat	Cup	Cake	Cheese
T	Tiger	Turtle	Tea	Train
N	Nose	Nail	Nut	Night
P	Pig	Pie	Pencil	Pumpkin

14

Page No. \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Nn

The sleepy baby birds want to nap in their nest.

**Nn nest**

Directions: Help the birds find their nest. Follow the path with the letters whose names begin with the same sound as **Nn**.

Write your name below the line.

12

Page No. \_\_\_\_\_ Name \_\_\_\_\_

### Review Beginning Consonants

Directions: Say each picture name. Circle the letter that stands for the beginning sound.

Apple	Elephant	Car	Tree
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

15

Page No. \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Pp

Pam packs her panda for a sleepover.

**Pp panda**

Directions: Pam is packing things whose names begin with the same sound as **panda**. Circle each one and pack it. Say the picture name. Draw a line from Pam to each picture whose name begins with the same sound as **panda**.

Write your name below the line.

13

Page No. \_\_\_\_\_ Name \_\_\_\_\_

### Ending Consonants

Directions: Say each picture name. Circle the picture that ends with the same sound as the letter on the left.

Apple	Ball	Butter	Bus
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52
53	54	55	56
57	58	59	60
61	62	63	64
65	66	67	68
69	70	71	72
73	74	75	76
77	78	79	80
81	82	83	84
85	86	87	88
89	90	91	92
93	94	95	96
97	98	99	100

16



### Rhyming Words

The busy **pop** pour the soup from the **pop** into the **pot**.



**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



17

### Short Vowel i

Hi! I'm **inchworm** crawling around the page to his home.



**inchworm**

**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



20

### Short Vowel a

The friends of **ants** play **ant** a **ant** **ant**.



**ants**

**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



18

### Short Vowel i

**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



21

### Short Vowel a

**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



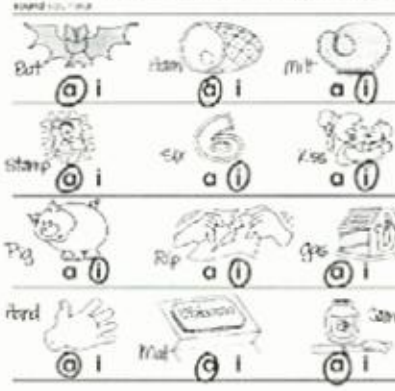
**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



19

### Review Short Vowels a and i

**Directions:** Write the words that have the same ending sounds. Use each picture to help you. Write the words in the boxes below.



22



### Review Beginning Consonants



**Directions:** Look at the letter in each box. There are eight pictures among 10 of the pictures whose names begin with the sound the letter stands for.



29

## Short Vowel o

This octopus wants socks.



**Erections:** That's a first you hear of the tag wing of the word *ocypus*. Sex exclusive name Coxa. The cock. The wing. The shell sound. Does the cock have enough to hold cock? *Coxa* 



32

### Review Beginning Consonants

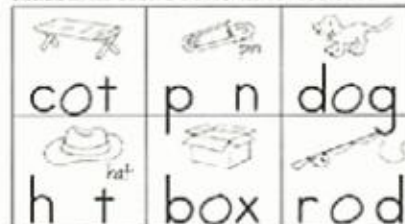
**Directions:** Give each picture a name. Listen to the beginning of each story and the other that follows for the sound of a chapter. Use your answers to choose which chapter is the best for each picture.



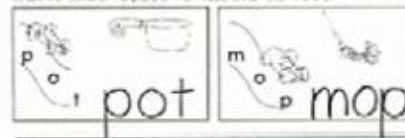
30

## Short Vowel o

Directions: See each picture from *Jeopardy!* and, if you, make the show a sound.



**Directions:** Use a finger to be pointed you. Finger's back at the top of each tile. Slowly move your finger left down the tile and read the information to see the name of the picture. Then trace its name on the line.



33

### Ending Consonants



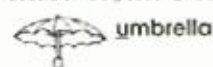
Even less likely the missing effect to being able to work well



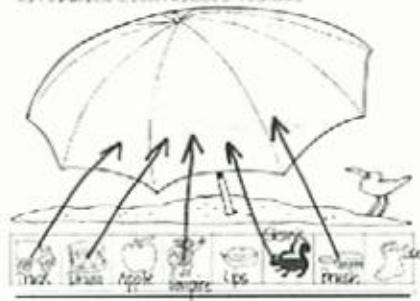
31

## Short Vowel u

Decorate the big peach unit with:



**Directions:** Draw what is in your head at the beginning of the week. Number 1. Cut out the picture at the bottom of the page. Sew both pictures onto the page. Fold the **photo** around, inside the picture on the answer.



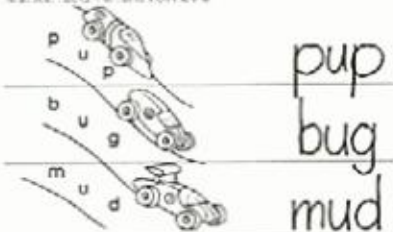
34





### Short Vowel u

Directions: Use a toy car or your finger to smooth the letter sound to read each word. Then write it on the line.

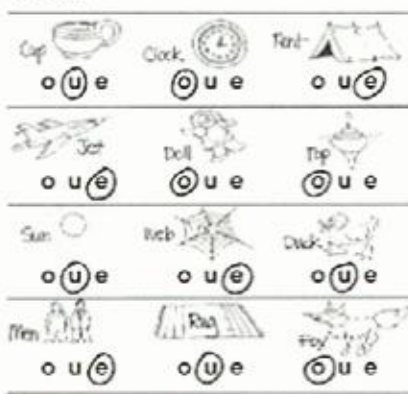


Directions: Circle the word that has the same sound.



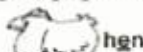
### Review Short Vowels o, u, e

Directions: Say each picture name. Circle the letter that stands for the vowel sound you hear.



### Short Vowel e

Help the red hen find her eggs.



Directions: Draw a line from the word 'hen' in the middle of the word 'hen' to the path with the picture whose name has the same sound.



### Rhyming Words

Directions: Draw a line from the picture that has the same ending sound to the picture that has the same ending sound as the picture.



### Short Vowel e

Directions: Use a toy car or your finger to smooth the letter sound to read each word. Then write the word that rhymes with each picture of the picture.

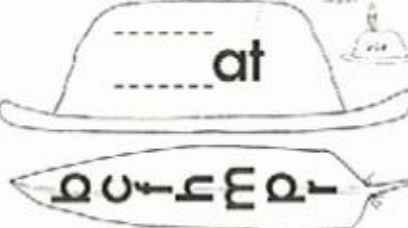


### Sound Pattern -at

Est wears her favorite hat to the costume party.



Directions: Cut out the hat and leather. Cut on the dashed lines to make a hat. Slip the leather through the hat. Slide the leather and hold each new side.





### Sound Pattern -at

Directions: Form each picture. Think about the beginning sound. Write the letter that makes up the beginning of each word. The first one is done for you.



What does your favorite costume look like?

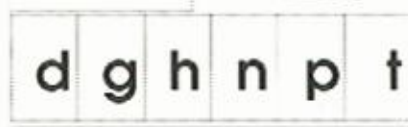


### Sound Pattern -ot

The cat naps on a cot.



Directions: You can make a big book to help you read words. Cut out the words. Put the big card with the word **ot** on the bottom. Put the letter card on top of the big card. Shape the words on the top left side. Then flip the cards and read each word.



### Sound Pattern -in

Put used paper in the recycling bin. Help save our earth!

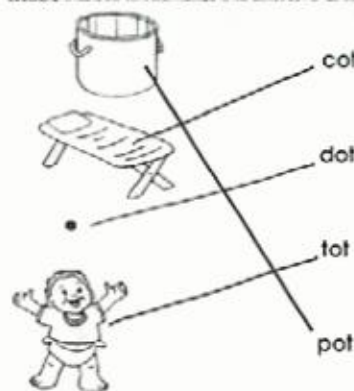


Directions: Cut out the recycled paper. Cut on the dotted lines to make a bin. Put the paper through the city on the bin. Shape the paper and read each new word.



### Sound Pattern -ot

Directions: Draw a line from each picture to the word that makes the picture.



### Sound Pattern -in

Directions: Form each picture. Read the words. Circle the word that matches the picture. Write it on the line.



What can you do to help save our earth?

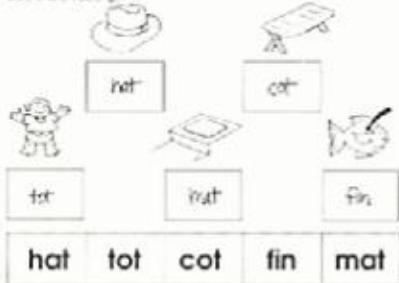


### Review Sound Patterns -at, -in, -ot

The tot and the cat reach for the top.



Directions: Form each picture. Cut out the words of the bottom. Read each word where it belongs.







# Review Sound Patterns -at, -in, -ot

cat pot bin

Directions: Read each word at the top of the page. Look at the pictures below. Write the missing word that belongs with each picture. Write the missing word on the line.



pin

bin



hot

pot



cat

cat



# Sound Pattern -en

Kip has ten crayons.



ten

Directions: You can make a flip book to help you read words. Cut out the words. Put the flip card with the word face on the bottom. Put the other cards on top of the flip card. Trade the cards with the boy or girl. Then flip the cards and read each word.



ten

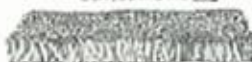
den

d h m p



# Sound Pattern -ug

Can you find the bug in this egg?



bug

Directions: Cut out the wheels. Put the little wheel on top of the big wheel. Turn it slowly. Watch the letter that comes out. Write the word that comes out on the line.



ug



# Sound Pattern -en

Directions: Read or ask someone to help you read the rhyme. Circle the word that completes each line. Then write the word on the line.



hen den

"I can't find my egg!" said the little red

hen



She ran by some

pen men



She ran by a big

ten hen



"My, what a surprise. They're right here in my

men pen

pen!"



# Sound Pattern -ug

Directions: Read each sentence. The picture will help you. Circle the word that completes the sentence. Then write the word on the line.



dog

dug tug

dug

in the mud



dog

bug rug

rug

on the



Mom gives the dog a

hug mug

hug



# Review Sound Patterns -ug and -en

Directions: Name each picture. Read the question. Circle the word that answers the question. Then write the word on the line.



Is it a mug or a rug?

mug



Is it a ten or a fan?

ten



Is it a bug or a tug?

tug



Is it a hen or a hug?

hug



Is it a pen or a cat?

pen



### Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Read each sentence. The pictures will help you. Circle and write each word that completes the sentence.



Put in the bat with the

bat



the truck

tug

on the top rope



Can Ben hit one more

pin ?



Some

men

dig and dig



Put in the old in

pot

in the box



### ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.



### Review Sound Patterns -at, -in, -ot, -ug, -en

Directions: Read the sentences. Follow the path to help the boy find his cat.

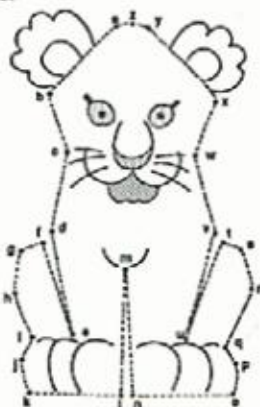


1. Go over the mat.
2. Go under the cot.
3. Go around the pen.
4. Go past a bin.
5. Go around a rug.
6. Take the boy to his cat.



### abc Order

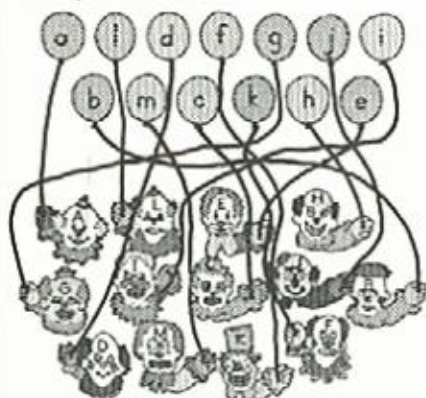
Directions: Draw a line to connect the dots. Follow the letters in abc order.





### Matching Upper And Lower Case Letters

Directions: Draw a line from each upper case letter to its matching lower case letter.

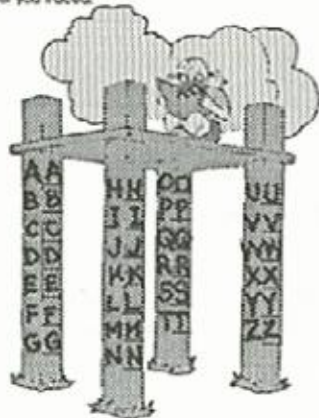


57



### Writing Upper Case Letters

Directions: Trace each letter. Write each letter again next to the letter you traced.



60



### Matching Upper And Lower Case Letters

Directions: Draw a line from each upper case letter to its matching lower case letter.



58



### Writing Lower Case Letters

Directions: Trace each letter. Write each letter again next to the letter you traced.



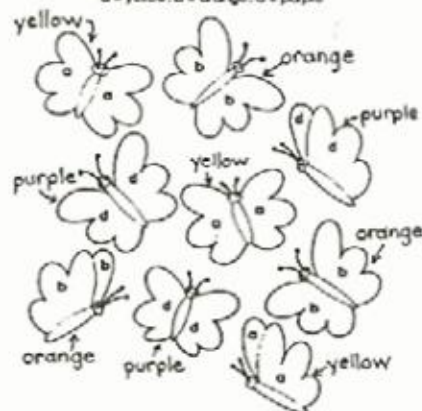
61



### Discrimination Of a, b, d

Directions: Color the butterflies.

a = yellow, b = orange, d = purple



59



### Review

Directions: Fill in the missing upper and lower case letters to complete the alphabet.



62





### Beginning Consonant Sounds Bb, Cc, Dd

Directions: Say the sound that the letters Bb, Cc, Dd make. (Bb = buh, Cc = kuh, Dd = duh). Then say the name of each picture. If the first sound matches the letter, color it blue.



63



### Beginning Consonant Sounds Mm, Nn, Pp

Directions: Say the sound that the letters Mm, Nn, and Pp make. (Mm = muh, Nn = nuh, Pp = puh). Color the picture if its beginning sound matches the letter.



66



### Beginning Consonant Sounds Ff, Gg, Hh

Directions: Say the sounds for the letters Ff, Gg, Hh. (Ff = fuh, Gg = guh, Hh = huh). Draw a circle around the picture if it begins with the letter in the column.

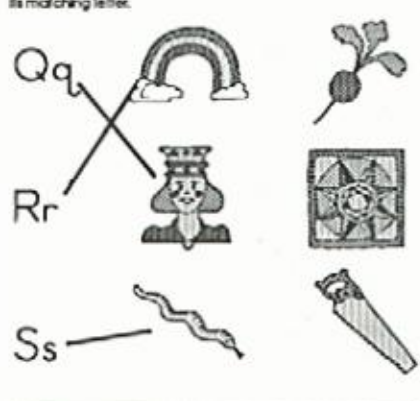


64



### Beginning Consonant Sounds Qq, Rr, Ss

Directions: Say the sound that the letters Qq, Rr, Ss make. (Qq = quh, Rr = ruh, Ss = seh). Draw a line from each picture to its matching letter.

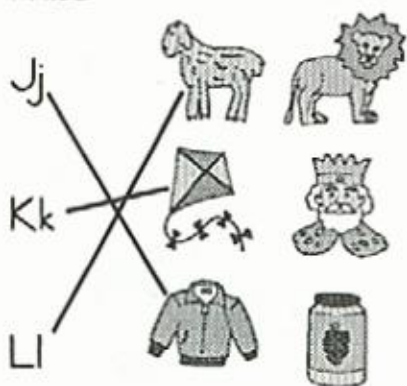


67



### Beginning Sounds Jj, Kk, Ll

Directions: Draw a line from each picture to its beginning letter sound.



65



### Beginning Consonant Sounds Tt, Vv, Ww

Directions: Say the sound that the letters Tt, Vv, Ww make. (Tt = tuh, Vv = vuh, Ww = wuh). Color each picture if it has the same beginning sound as the letter.



68

English \_\_\_\_\_

**Beginning Consonant Sounds Xx, Yy, Zz**  
 Directions: Say the sound that the letters Xx, Yy, Zz make. (Xx = zuh, as in xylo; Yy = yuh; Zz = zuh. Sometimes Xx says its own name, as in xylo.) Draw a circle around each picture if its beginning sound matches the letter.

Xx 

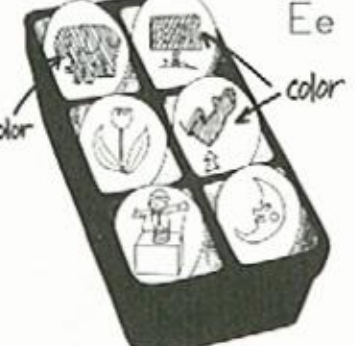
Yy 

Zz 

69

English \_\_\_\_\_

**Beginning Short Vowel Sounds: Ee**  
 Directions: Say the short vowel sound for the letter Ee. (It makes the same sound as the "e" in the word egg.) Look at the pictures. Color the pictures if they begin with the sound of the short vowel Ee.

Ee 

color

72

English \_\_\_\_\_

**Review**  
 Directions: Look at each picture. Say its name. Write the lower case letter for the beginning sound in each picture.




b j m w  
 q t x z  
 f c k h  
 n r v s  
 y g d l p

70

English \_\_\_\_\_


**Beginning Short Vowel Sounds: Ii**  
 Directions: Say the short vowel sound for the letter Ii. (The short vowel sound for the letter Ii sounds like the "i" in Indian.) Look at the pictures. Color the pictures that begin with the short vowel sound of Ii.

Ii 

73

English \_\_\_\_\_

**Beginning Short Vowel Sounds: Aa**  
 Directions: Say the sound for the letter Aa. (The short vowel sound for Aa is heard at the beginning of the word alligator.) Color the pictures that begin with the short vowel sound.

Aa 

71

English \_\_\_\_\_

**Beginning Short Vowel Sounds: Oo**  
 Directions: Say the short vowel sound for Oo. (It makes the same sound as the "o" in Oscar.) Look at the pictures. Color the pictures that begin with the sound of Oo.

Oo 

74





### Beginning Short Vowel Sounds: Uu

Directions: 1) Say the sound for the letter Uu. (It makes the same sound as the "u" in umbrella.) 2) Look at the pictures and say each word. 3) Draw pictures of your uncle, something that goes up and an umbrella.

uncle



Uu

pictures  
vary

up



umbrella



75



### Review

Directions: 1) Look at each picture and say its name. 2) Write the beginning or middle vowel sound that you hear. 3) If you hear the sound at the beginning of the word, color the picture blue. 4) If you hear the sound in the middle of the word, color the picture yellow.

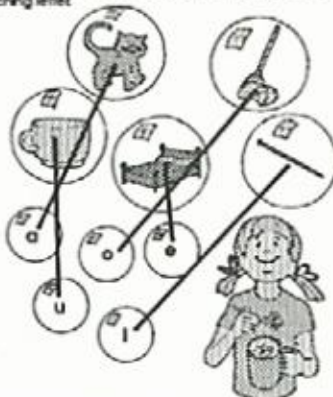


76



### Middle Sounds With Short Vowels

Directions: Say the name of each picture. Listen for the middle sound. Draw a line between the picture and its matching letter.

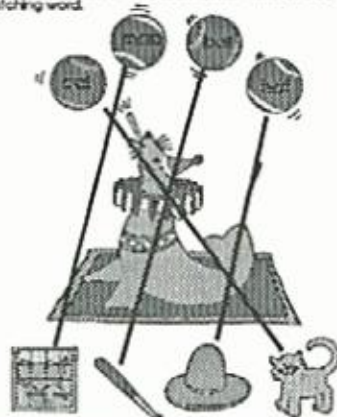


77



### Words With Short Vowel Aa

Directions: Read the words. Draw a line from the picture to its matching word.



78



### Middle Sounds: Short Vowel Sounds

Directions: Look at the pictures. Write the letter for the sound you hear in the middle of the word.

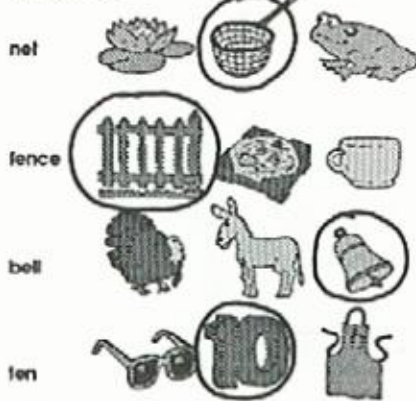


79



### Words With Short Vowel Ee

Directions: Read the words. Circle the picture whose sound has short vowel e.



80

English

Words With Short Vowel **i**

Directions: Read the words. Draw a line from each word to its matching picture.

81

English

Review

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.

84

English

Words With Short Vowel **o**

Directions: Look at the pictures and read the words. Draw a line from each picture to the word that describes it.

82

Reading

Which Are Opposites?

Directions: Draw a line between the opposites.

85

English

Words With Short Vowel **u**

Directions: Look at the pictures and read the words. Draw a line between each picture and the word that describes it.

83

Reading

What Belongs?

Directions: Color the pictures in each row that belong together. Draw an X through the one that does not belong.

86





### What Comes Before?

Directions: Draw a circle around the small picture that shows what happened right before the pictures in the big boxes.



87



### Story Sense

Directions: Look at the large pictures. Draw a circle around the small box that shows what is more likely to happen next.

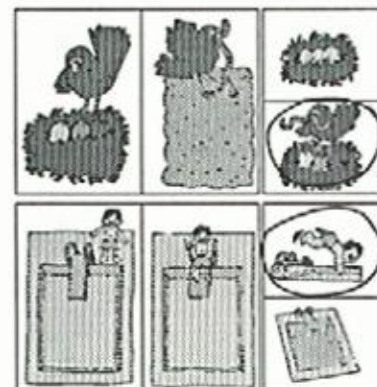


90



### What Comes After?

Directions: Look at the large pictures. Draw a circle around the small picture that shows what would happen next.

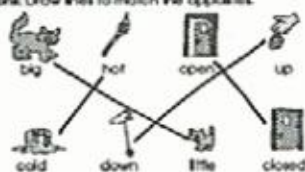


88



### Review

Directions: Draw lines to match the opposites.



Directions: Cross out the picture that doesn't belong.



Directions: Circle the picture that shows what comes before.



91



### Story Order

Directions: Find the four pictures that tell a story. Color them. Write numbers in the boxes to show the order they belong in.



89



### Review

Directions: Circle the picture that shows what comes after.



Directions: Write numbers in the boxes to show what order they belong in.



Directions: Circle the picture that shows what is likely to happen next.



92

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Rhyming Pairs

Directions: Circle the pairs that rhyme.  
(Words with the same ending sounds.)

map nest box for  
dog bug cake cap  
hat bat kite map star jar  
can fan rat pig dish fish  
back bottle sock clock sun leaf  
nose hose beet feet ball bird

93

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Words That Start With L

Directions: Color the picture in each box that starts like lamb.

lamb

leaf grapes ladder snowman lion banana  
flower egg chicken wagon  
egg book ice cream cookie

96

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Rhyming Game

Directions: Think of a word that rhymes with the word given.  
Draw a picture. Write the word.

cat \_\_\_\_\_  
ans. vary

pan \_\_\_\_\_  
ans. vary

bug \_\_\_\_\_  
ans. vary

94

Reading \_\_\_\_\_ Name \_\_\_\_\_

### More Beginning Sounds

Directions: Look at the pictures. Say their names. Draw a line between pictures beginning with the same sound.

bee door turtle bug pig  
pillow drum top

97

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Sounds

Directions: Look at the picture in each box. Say its name.  
Color the pictures in that row beginning with the same sound.

elephant kite book basket  
fish lion chicken book  
egg hand heart apple  
key duck egg banana

95

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Words That Begin With r

Directions: Color the picture. Circle the six things that start with the sound of the letter r.

rooster, rabbit, rat, rhinoceros, roach, rose, rainbow, rock, rug, rattle, rattle, rattle, rattle, rattle, rattle

98





## Beginning Sounds

Directions: Look at each picture. Say its name. Circle the letter the word begins with.



99



## Words With e

Directions: Color the pictures. Say the name of each picture. Write the letter e to finish each word.



102



## Review

Directions: Circle the pairs that start with the same letter.



100

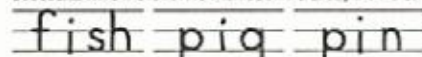


## Words With i

Directions: Say the name of each picture. Draw lines from the dish to the pictures with the same middle sound.



Directions: Write the letter i to finish each word. Say the words.

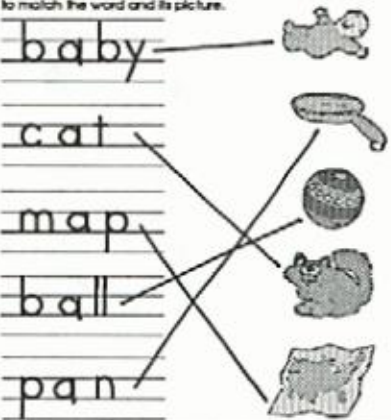


103



## Words With a

Directions: Write the letter a to finish each word. Draw a line to match the word and its picture.

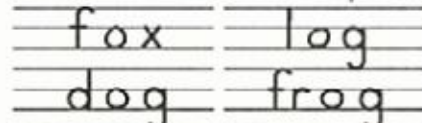


101

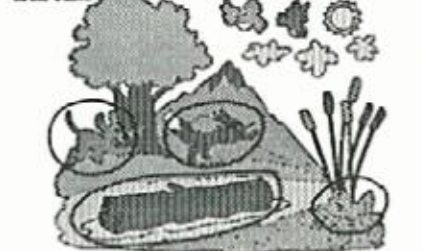


## Words With o

Directions: Write the letter o to finish each word. Say the word.



Directions: Find the pictures of the words you just wrote and circle them.



104




Reading \_\_\_\_\_ Name \_\_\_\_\_

### Words With u

Directions: Write the letter u to finish each word. Say the word. Draw a line to match each word with its picture.

gum \_\_\_\_\_  
 bus \_\_\_\_\_  
 cup \_\_\_\_\_  
 duck \_\_\_\_\_  
 bug \_\_\_\_\_



105

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Review

Directions: Trace the letters.

c u t s d

Directions: Say the name of each picture. Write the correct letter to finish each word.



ball \_\_\_\_\_ pig \_\_\_\_\_ cup \_\_\_\_\_  
 bed \_\_\_\_\_ dog \_\_\_\_\_ pan \_\_\_\_\_

108

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Middle Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in that row that have the same middle sound.

106

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Ending Sounds

Directions: Look at the picture in each box. Say its name. Color the pictures in each row that end with the same sound.


109

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Middle Sounds

Directions: Look at the picture. Say its name. Draw a line to the letter that makes its middle sound.

a \_\_\_\_\_  
 e \_\_\_\_\_  
 i \_\_\_\_\_  
 o \_\_\_\_\_  
 u \_\_\_\_\_



107

Reading \_\_\_\_\_ Name \_\_\_\_\_

### Ending Sounds

Directions: Look at the picture in each box. Say its name. Circle the letter that the word ends with.

 a	 b	 c
 d	 e	 f
 g	 h	 i
 j	 k	 l

110



## Word Families

Directions: Say the name of the picture in the box. Color the pictures in each row that have the same ending sound.



111



## Review

Directions: Trace the words.

fat red big

Directions: Look at each picture. Say the word. Pick a word from the top with the same ending as the word in the picture. Write the words to finish the sentences.

The bed is red.



The pig is big.



The cat is fat.



114



## Words That End With an

Directions: Say the name of each picture. Draw a line to match each picture with its word.

fan



can



pan



Directions: Can you write the word that matches the picture?

man



112



## Beginning Consonant Ff

Find the number on the firefighter's truck.

Ff firefighter

Directions: Say each picture name. If the picture name begins with the same sound as firefighter, color the picture.



Would you like to be a firefighter? Draw a firefighter!

115



## Words That End With of

Directions: Say the name of the picture. Trace the word.

hat



Directions: Write these words that end the same as hat.

rat



bat



Directions: Can you think of another word that sounds like hat? Write the word. Draw the picture.

ans. vary

113

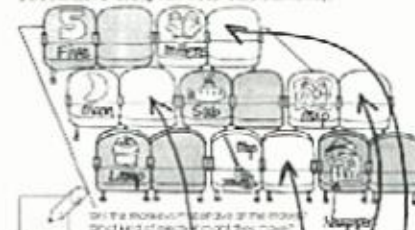


## Beginning Consonant Mm

How many monkeys go to the gym?

Mm monkeys

Directions: Cut out the pictures of the letters. Paste them beside the picture whose name begins with the same sound as monkeys.



Place 4 out of the 8 monkeys.

116







Picture \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Rr

Welcome to the remarkable animal ranch.  
Look! There's a rabbit racing on roller skates!

**Rr rabbit**

**Directions:** Say the picture names for each letter. Circle the picture name that begins with the same sound as the letter.

Tiger/Telephone  
Rabbit/Roller Skates  
Raccoon/Rocket  
Kangaroo/Kite  
Rabbit/Roller Skates  
Rabbit/Roller Skates  
Rabbit/Roller Skates  
Rabbit/Roller Skates  
Rabbit/Roller Skates  
Rabbit/Roller Skates

Write a word that starts with the letter R or r.

129

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Ww

Winnie the Pooh wants to play in the woods.

**Ww walrus**

**Directions:** Say each picture name. Circle the picture name that begins with the same sound as the letter.

Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus  
Winnie the Pooh/Walrus

Write about an adventure Winnie has in the woods.

132

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Kk

Look at the kite in the big tree!

**Kk kite**

**Directions:** Cut out the pictures of the bottom. Say each picture name. If the picture name begins with the same sound as the letter, circle it and glue it to the top.

Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite  
Kite/Kite

130

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Hh

Who is hiding in the farmer's hay?

**Hh hay**

**Directions:** Say each picture name. Circle the picture name that begins with the same sound as the letter.

Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay  
Hay/Hay

133

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Jj

Jack put too much junk in his jeep.

**Jj jeep**

**Directions:** Say the picture names for each picture. Circle the picture name that begins with the same sound as the letter.

Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep  
Jeep/Jeep

Write the sentence: Jack put too much junk in his jeep.

131

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Beginning Consonant Dd

Doughnut ice cream is my favorite dessert!

**Dd doughnuts**

**Directions:** Cut out the pictures of the bottom. Say each picture name. If the picture name begins with the same sound as the letter, circle it and glue it to the top.

Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut  
Doughnut/Doughnut

134





Picture \_\_\_\_\_ Name \_\_\_\_\_

### Consonant Blends

The frog jumped on the plant



**Directions:** The sounds you hear at the beginning of frog, jumped, and plant are consonant blends. Say the name of the frog picture in each row. Circle each picture in the row whose name begins with the same blend.


fruit	fish	train	fish	slide
star	lion	train	lion	fish
plant	lion	train	lion	fish
clock	lion	train	lion	fish

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### Short Vowel e

The little spider spins its web



**Directions:** Short e is the sound you hear in the middle of the word web. Circle the word that will complete each sentence. Read the sentence again to be sure that it makes sense. Then write the word on the line.


1. The girl got in bed. ☐ bed ☐ web ☐ hen
2. The cat has a pet. ☐ pet ☐ pot ☐ per
3. A red hen is in a pen. ☐ pen ☐ peg ☐ pep
4. Ben has a web. ☐ web ☐ let ☐ led
5. The hen ran off on the jet. ☐ jet ☐ met ☐ bet
6. Chet sat on the top. ☐ top ☐ pep ☐ stop ☐ tep
7. Get the bug in the net. ☐ net ☐ not ☐ nut

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### Short Vowel o

The fox hops over the log



**Directions:** Short o is the sound you hear in the middle of the word job. Circle the picture. Circle the sentence and circle the word that completes it. Then write the word on the line.

Don and Todd sit on the <u>cot</u> .	<input type="radio"/> cot <input type="radio"/> got
Sam got a <u>dog</u> .	<input type="radio"/> dog <input type="radio"/> bog
A top is in the <u>box</u> .	<input type="radio"/> box <input type="radio"/> Cox
Mom has the <u>pot</u> .	<input type="radio"/> pot <input type="radio"/> got
Don's job is to <u>mop</u> .	<input type="radio"/> mop <input type="radio"/> got

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### Sound Pattern -an

Can you make a fan?



**Directions:** Say each picture name. Circle the word that names the picture. Write the word on the line.

can	pan
ran	man

**Directions:** Draw a picture to go with the sentence.


Don has a fan. pictures will vary

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### Short Vowel u

Would you like to hug the pup?



**Directions:** Short u is the sound you hear in the middle of the word bus. Complete the sentence that has about each picture.

The gum is on the rug.

The pup jumps in the tub.

Bud will run to the bus.

The cub is in the sun.

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### Sound Pattern -it

Kit will sit and read a little flip book.



**Directions:** You can make a flip book to help you read words. Cut out the cards, put the big card with the word at the bottom. Put the letter cards on top of the big card. Stroke the cards on the left side. Then flip the cards and read each word.

Your friend Kit took a bit of the bit.

s	it			
b	f	h	p	qu

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### Sound Pattern -og

Early in the morning Bob feeds the hog.



hog

Directions: Look at the picture to find out what Bob does next. Circle the word that comes next. Write the word on the line.



Every day Bob likes to

jog

hog  
dog  
log



Can he see in all the

fog

hog  
dog  
log



No, Bob likes on a

log

hog  
dog  
log



he gets help from his

dog

hog  
dog  
log



### Long Vowel a

Can you play the train game on the tray?



train



game



tray

Directions: Long a is the sound you hear in the words train, game, and tray. Try each picture name on the game. Circle the picture if you hear the long a sound.

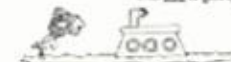


Write a rule for the train game. Use your rule to play the game with a friend.



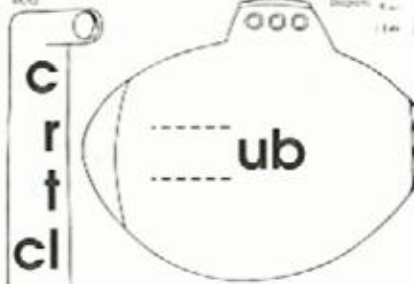
### Sound Pattern -ub

The sub is going under.



sub

Directions: Cut out the sub and the scope. Cut on the dotted lines to make it. So the scope through the sub. Slide the scope and read each letter out loud.



### Long Vowel a

Directions: Say the name of each picture. Circle the letter that stands for the long a sound in the picture name. The first one shows you what to do.



jar



sail



pay



mail



jay



cape



lake



box



day



### Sound Pattern -et

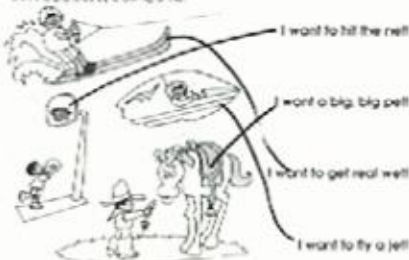
Will you let me?

No, not yet!



let

Directions: Look at the picture. Read each sentence. Match the sentences with the picture by drawing a line.



I want to hit the net!

I want a big, big pet!

I want to get real wet!

I want to fly a jet!



### Long Vowel i

May will dive for a dime.



dime

Directions: Long i is the sound you hear in the word dime. Write only three things whose names have the long i sound. Circle the things May will dive for.



How does it feel when you dive underwater?



Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel i

Directions: Words that have the same ending sound are called rhyming words. Read the words on each line. Color the lines that have three rhyming long i words.

ride hide side  
 wipe pipe ripe  
 like tide line  
 nine five bite  
 mile file pile

Color a star theme using the words on one of the lines you colored.

153

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel u

The cute cub sits on a cube.

cube

Directions: Long u is the sound you hear in the word cube. Cut out the picture at the bottom. Say each picture name. Place the pictures under names that have the long sound in the cube.

Tube Ruler Egg Hat Fish Tub

156

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel o

Joan loads a rope on her boat.

rope boat

Directions: Long o is the sound you hear in the words rope and boat. Joan only loads things on her boat whose names have the long o sound. Say the picture names. Draw a line from the boat to each picture whose name has the long o sound.

rope boat  
 rose soap dog trap rose rod

154

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel u

Directions: Circle the pictures. Read the words. Draw a line from each word to the picture it belongs to.

cube prune  
 cube tune  
 mule fuse  
 huge tube  
 June flute  
 dune rule

157

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel o

Directions: Say the name of each picture. Find the name by using a circle or square when you hear the long o sound.

bone t p n n  
 frog cat goat  
 fox nose g t

155

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel e

What does the team see in the tree?

team tree

Directions: Long e is the sound you hear in the words team and tree. Say each picture name on the tree. Color the spaces if the picture name has the long e sound.

team tree  
 leaf nest  
 fox goat  
 lo ten  
 I see it! I see it!

158





### Long Vowel e



Directions: Read each sentence. Circle the word that contains each sentence. Write the word on the line.

1. We all help make the meal . feet eat read
2. Dad feeds the beef . beer mean read
3. Use a fork to eat beans . breaks leak beak
4. Mom has an orange to peel . pear peer pools
5. But where are the seeds ? seeds seeds teach
6. I will take a peek . poke jeep peer

159



### ABC Order

Directions: Draw a line to connect the dots. Follow the letters in ABC order.



161



### Reviewing Short and Long Vowels

Directions: Look at each picture and name. Circle the correct word.



160



### abc order

Directions: Draw a line to connect the dots. Follow the letters in abc order.



162

## Beginning Consonants Bb, Cc, Dd, Ff

Beginning consonants make the sounds that come at the beginning of words. Consonants are the letters b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

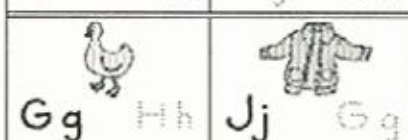
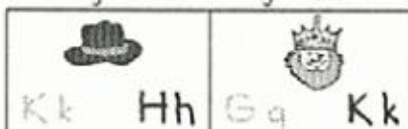
Directions: Say the name of each letter. Say the sound each letter makes. Draw a circle around the letter that makes the beginning sound for each picture. Say the name of someone you know whose name begins with each letter.



163

## Beginning Consonants Gg, Hh, Jj, Kk

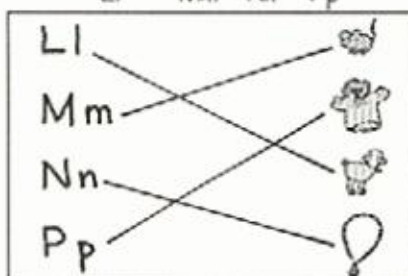
Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace the letter that makes the beginning sound in the picture. After you finish, look around the room. Name the things that start with the letters Gg, Hh, Jj, and Kk.



164

## Beginning Consonants Ll, Mm, Nn, Pp

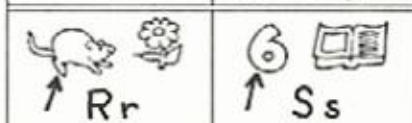
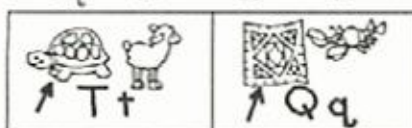
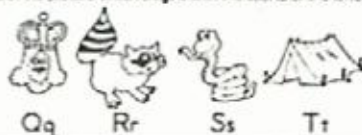
Directions: Say the name of each letter. Say the sound each letter makes. Then, trace the letters. Now, draw a line from each letter to the picture which begins with the letter. After you finish, say the letters Ll, Mm, Nn, Pp again.



165

## Beginning Consonants Qq, Rr, Ss, Tt

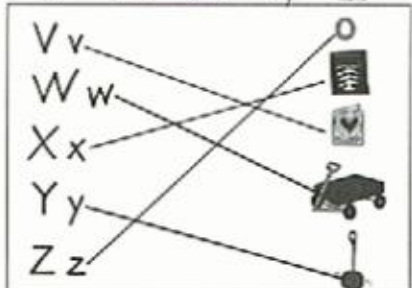
Directions: Say the name of each letter. Say the sound that each letter makes. Then, trace each letter in the boxes. Color the picture which begins with the sound of the letter.



166

## Beginning Consonants Vv, Ww, Xx, Yy, Zz

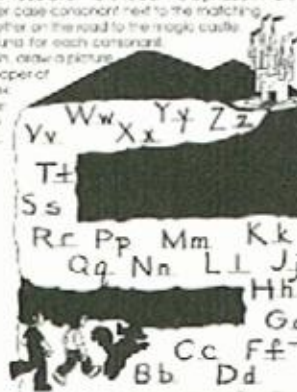
Directions: Say the name of each letter. Say the sound the letter makes. Then, trace the letters. Now, draw a line from the letter that matches the beginning sound in each picture.



167

## Review

Directions: Help Meg and Kent and their dog, Sam, get to the magic castle. Trace all of the letters of the alphabet. Then, write the lower case consonant next to the matching upper case letter on the road to the magic castle. Make the sound for each consonant. After you finish, draw a picture on another paper of what you think Meg and Sam will find in the magic castle.



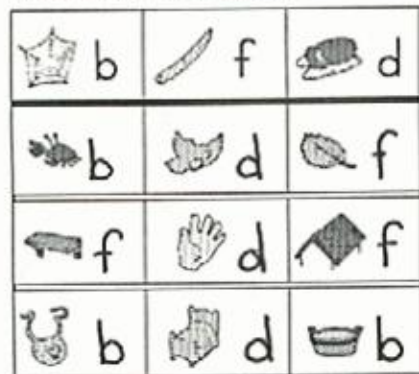
168



## Ending Consonants b, d, f

Ending consonants are the sounds that come at the end of the words that are not the vowel sounds.

Directions: Say the name of each picture. Then, write b, d, or f to name the ending sound for each picture.

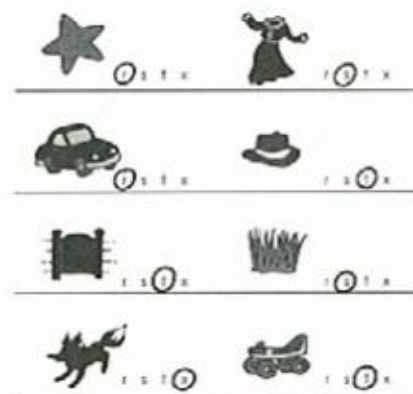


169



## Ending Consonants r, s, t, x

Directions: Say the name of the picture. Then circle the ending sound for each picture.

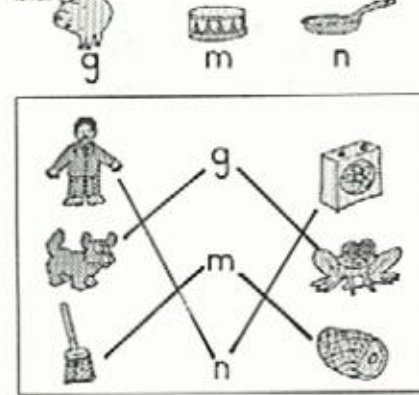


172



## Ending Consonants g, m, n

Directions: Say the name of the picture. Draw a line from each letter to a picture which ends with the sound of that letter.



170



## Beginning and Ending Sounds Discrimination

Directions: Say the name of the picture. Draw a blue circle around the picture if it begins with the sound of the letter. Draw a green triangle around the picture if it ends with the sound of the letter.



173



## Ending Consonants k, l, p

Directions: Say the name of the pictures. Color the pictures in each row that end with the sound of the letter at the beginning of the row. Trace the letters.

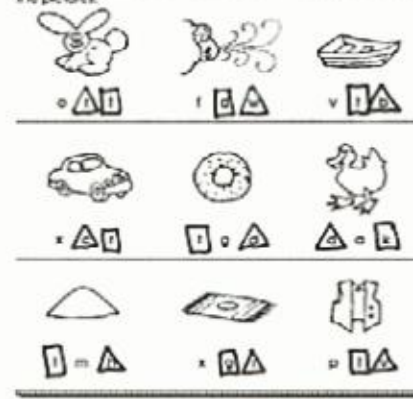


171



## Beginning and Ending Sounds Discrimination

Directions: Say the name of each picture. Draw a triangle around the letter that makes the beginning sound. Draw a square around the letter that makes the ending sound. Color the pictures.



174





### Beginning and Ending Sounds Discrimination

Directions: Look at the example. Say the beginning and ending sounds for the word pipe. Write the letter that makes the beginning and ending sound for each picture.



175



### Long Vowel Sounds

Long vowel sounds say their own name. The following words have long vowel sounds: hay, me, pie, no, cute.

Directions: Say the name of each picture. Color the pictures in each row that have the correct long vowel sound.



176



### Review

Directions: Say the name of each object which has a consonant near it. Color the object orange if it begins with the sound of the letter. Color the object purple if it ends with the sound of the letter.



176



### Discrimination Of Short And Long Aa

Directions: Say the name of each picture. If it has the short a sound, color it red. If it has the long a sound, color it yellow.



179



### Short Vowel Sounds

The short vowel sounds used in this book are found in the following words: cat, egg, light, on, up.

Directions: Say the name of each picture. The short vowel sound may be in the front of the word or in the middle of the word. Color the pictures in each row that have the correct short vowel sound.



177



### Discrimination Of Short And Long Ee

Directions: Say the name of each picture. Draw a circle around the pictures which have the short e sound. Draw a triangle around the pictures which have the long e sound.













180



English \_\_\_\_\_ Name \_\_\_\_\_

### Discrimination Of Short And Long Ii

Directions: Say the name of each picture. Color it yellow if it has the short i sound. Color it red if it has the long i sound.






















181

English \_\_\_\_\_ Name \_\_\_\_\_

### Short And Long Vowel Sounds

Directions: Say the name of the picture. Write the correct vowel on each line to finish the word. Color the short vowel pictures yellow. Circle the long vowel pictures.

184

English \_\_\_\_\_ Name \_\_\_\_\_

### Discrimination Of Short And Long Oo

Directions: Say the name of each picture. If the picture has a long o sound, write a green L in the space. If the picture has a short o sound, write a red S in the space.











182

English \_\_\_\_\_ Name \_\_\_\_\_

### ABC Order

Use the first letter of each word to put the words in alphabetical order.

Directions: Draw a circle around the first letter of each word. Then, put the words in ABC order.














185

English \_\_\_\_\_ Name \_\_\_\_\_

### Discrimination Of Short And Long Uu

Directions: Say the name of the picture. If it has the long u sound, write a u in the unicorn column. If it has a short u sound, write a u in the umbrella column.










183


English \_\_\_\_\_ Name \_\_\_\_\_

### ABC Order

Directions: Circle the first letter of each animal's name. Write a 1, 2, 3, 4, 5, or 6 on the line next to the animal's name to put the words in ABC order.








186



### The Super E

When you add an e to some words, the vowel changes from a short vowel sound to a long vowel sound.

Example: do + e = rope.

Directions: Say the word under the first picture in each pair. Then, add an e to the word under the matching picture. Say the new word.

 pet	 Pete	 cup	 tube
 man	 mane	 kite	 kite
 pin	 pine	 cap	 cape









187



### Antonyms

Antonyms are words that are opposites. Hot and cold are antonyms.

Directions: Draw a line between the words that are opposites. Can you think of other words that are opposites?

 closed	 below
 full	 empty
 above	 old
 new	 open

190



### Compound Words

Compound words are two words that are put together to make one word.

Directions: Look at the pictures and read the two words that are next to each other. Now, put the words together to make a new word. Write the new word.

Example:

 house	 boat	=	 houseboat
 side	 walk	=	 sidewalk
 lip	 stick	=	 lipstick
 sand	 box	=	 sandbox
 lunch	 box	=	 lunchbox


188



### Homonyms

Homonyms are words that sound the same but are spelled differently and mean something different. *Sew* and *sew* are homonyms.

Directions: Look at the word pairs. Choose the word that describes the picture. Write the word on the line next to the picture.

	1. sew	so	<u>sew</u>
	2. pot	pear	<u>pear</u>
	3. eye	i	<u>eye</u>
	4. see	sea	<u>sea</u>

191



### Synonyms

Synonyms are words that mean the same thing. Start and begin are synonyms.

Directions: Find the two words that describe each picture. Write the words in the boxes below the picture.

small funny large sad silly little big unhappy	
	
small little	big large
	
sad unhappy	silly funny

189



### Review

Directions: Read the sentences below. Fill in the blanks with the correct word. Then circle the first letter of each word and write them in ABC order on the lines below.

				
sunglasses	Pete	rock	cold	eight

1. Sun + glasses = Sunglasses

2. Another word for stone is Rock

3. The opposite word for hot is Cold

4. A word that sounds like the word ate is Eight

5. Add an 'e' to the word pet. Pete

ABC Order:

cold eight Pete

rock sunglasses

192



### Nouns Are Naming Words

Nouns tell the name of a person, place, or thing.

Directions: Look at each picture. Color it red if it names a person. Color it blue if it names a place. Color it green if it names a thing.



B



R



G



G



B



R



G



R



B

193



### More Than One

Directions: Read the nouns under the pictures. Then, write the noun under One or More Than One.



One

barn

wagon

horse

More Than One

cows

ducks

pigs

196



### Nouns Are Naming Words

Directions: Write these naming words in the correct box.

store	zoo	child	baby	teacher	table
cat	park	gym	woman	sock	horse
	<u>baby</u>	<u>woman</u>			
Person	<u>teacher</u>	<u>child</u>			
	<u>store</u>	<u>park</u>			
Place	<u>zoo</u>	<u>gym</u>			
	<u>cat</u>	<u>table</u>			
Thing	<u>sock</u>	<u>horse</u>			

194

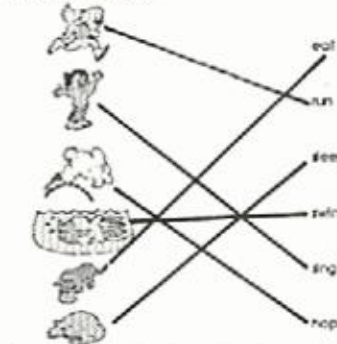


### Verbs Are Action Words

Verbs are words that tell what a person or a thing can do.

Example: The girl pats the dog.  
The word "pats" is the verb. It shows action.

Directions: Draw a line between the verbs and the pictures that show the action.

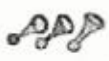


197



### More Than One

Some nouns name more than one person, place, or thing. Directions: Add an "s" to make the words tell about the picture.

frog span sboy segg shorn sgirl s

195



### Verbs Are Action Words.

Directions:

Look at the pictures.

Read the words.

Write an action

word in each

sentence below.



1. The two boys like to talk together.

2. The children kick the soccer ball.

3. Some children like to swing on the swings.

4. The girl can run very fast.

5. The teacher rings the bell.

198





### Is And Are Are Special Words

Use "is" when talking about one person or one thing. Use "are" when talking about more than one person or thing.

Example: The dog is barking.  
The dogs are barking.

Directions: Write "is" or "are" in the sentences below.



1. Jim is playing baseball.



2. Fred and Sam are good friends.



3. Cupcakes are my favorite treat.



4. Lisa is a good soccer player.



### Words That Describe

Directions: Read the words in the box. Choose the word that describes the picture. Write it on the line below.

wet	round	funny	soft	sad	tall
	<u>soft</u>		<u>tall</u>		
	<u>funny</u>		<u>sad</u>		
	<u>round</u>		<u>wet</u>		



### Nouns And Verbs

Directions: Read the sentences below. Draw a red circle around the nouns. Draw a blue line under the verbs.



1. The boy runs fast.



2. The turtle eats snails.



3. The fish swims in the tank.



4. The boy has the hat.



### Words That Describe

Directions: Circle the describing word in each sentence. Draw a line from the word to the picture.

1. The <u>hungry</u> dog is eating.	
2. The <u>bird</u> is flying.	
3. Horses have <u>long</u> legs.	
4. She is a <u>fast</u> runner.	
5. The <u>little</u> boy was lost.	



### Words That Describe

Describing words tell us more about a person, place, or thing.

Directions: Read the words in the box. Choose a word that describes the picture. Write it next to the picture.

happy round sick cold long



long



happy



sick



round



cold



### Names Of People

The names of people begin with a capital letter.

Directions: Choose a name from the box to go with each child. Write the name on the line. Start each name with a capital letter.

Sam	Fred		<b>ANSWERS VARY</b>
Jack	Lisa		
Ann	Jenny		
1. <u>Sam</u>	4. <u>Lisa</u>		
2. <u>Ann</u>	5. <u>Fred</u>		
3. <u>Jack</u>	6. <u>Jenny</u>		





## Name That Cat

The name of a pet begins with a capital letter.

Directions: Read the names in the box. Choose one name for each cat. Write the name in the space under the cat.

King Fuzzy Boots Queenie Lola



Queenie King



Fuzzy

choices vary



Boots



Fritz



Lola



## Review

Directions: Circle the letters that should be capital letters. Underline the describing words.



1. her has red flowers for her mother's day.



2. We eat a hot lunch on onday.



3. her and her are fast runners.



4. his is a great dog.



5. We go to the big store on oday.



## Holidays

Holidays begin with capital letters.

Directions: Choose the words from the box to match the holiday. Write the words under the picture. Be sure to start with capital letters.

Fourth of July

Valentine's Day



Thanksgiving President's Day



Valentine's Day Fourth of July



## Telling Sentences

Sentences can tell us something. Telling sentences begin with a capital letter. They end with a period.

Directions: Read the sentences. Draw a yellow circle around the capital letter at the beginning of the sentence. Draw a purple circle around the period at the end of the sentence.



1. I am seven years old.



2. The bird is pretty.



3. The boy likes to dancey.



4. She likes to swingy.



## Days of the Week

The days of the week begin with capital letters.

Directions: Write the days of the week in the spaces below. Put them in order. Be sure to start with capital letters.



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Tuesday

Saturday

Monday

Friday

Thursday

Sunday

Wednesday



## Telling Sentences

Directions: Read the sentences. Write the sentences on the lines below. Begin each sentence with a capital letter. End each sentence with a period.

1. most children like pets.
2. some children like dogs.
3. some children like cats.
4. some children like snakes.
5. some children like all animals.



1. Most children like pets.

2. Some children like dogs.

3. Some children like cats.

4. Some children like snakes.

5. Some children like all animals.



### Telling Sentences

Directions: Read the sentences. Write the sentences below. Start each sentence with a capital letter and end with a period.

- I like to go to the store with Mom.
- We go on Friday.
- I get to push the cart.
- I get to buy the cookies.
- I like to help Mom.



- I like to go to the store with Mom.
- We go on Friday.
- I get to push the cart.
- I get to buy the cookies.
- I like to help Mom.

211



### Asking Sentences

Directions: Write the first word of each asking sentence. Be sure to start each question with a capital letter. End each question with a question mark.



- Do you like the zoo? do
- How much does it cost? how
- Can you feed the ducks? can
- Will you see the monkeys? will
- What time will you eat lunch? what

214



### Asking Sentences

Asking sentences ask a question. An asking sentence begins with a capital letter. It ends with a question mark.

Directions: Draw a green line under the sentences that ask a question.



- Does your room look like this?
- Are the walls yellow?
- There are many children.
- Do you sit at desks or tables?
- The teacher likes her job.

212



### Periods And Question Marks

Use a period at the end of a telling sentence. Use a question mark at the end of an asking sentence.

Directions: Put a period or a question mark at the end of each sentence below.



- Do you like a parade?
- The clown's lead the parade.
- Can you hear the band?
- The balloons are big.
- Can you see the horses?

215



### Asking Sentences

Directions: Draw a blue line under the sentences that ask a question.



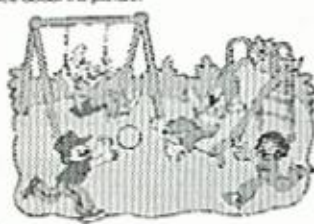
- We like to camp.
- Do you like to camp?
- We like to sing at camp.
- Can you make a fire?
- We like to cook hot dogs.

213



### Review

Directions: Look at the picture. In the space below, write one telling sentence about the picture. Then, write one asking sentence about the picture.



A telling sentence.

answers vary

An asking sentence.

216



## Word Order

Word order is the logical order of words in a sentence.

Directions: Put the words in each sentence in order. Write the sentence on the lines.

1. We made lemonade, some
2. good. It was
3. We the sold lemonade,
4. cost it five cents
5. fun. We had



1. We made some lemonade.
2. It was good.
3. We sold the lemonade.
4. It cost five cents.
5. We had fun.



## I Can Write Sentences

A story has more than one sentence.

Directions: Use the words from the pictures to write a story.



girl



boy



play



books



swing



school

I am a happy boy/girl. I go to school.  
I like to read books. I like to play  
on the playground. I like to swing on the swings.



## Word Order

Directions: Look at the picture. Put the words in the correct order. Write the sentences on the lines below.

1. a Jan starfish, has
2. and Bill to Peg swim, like
3. The shining, sun is
4. sand, the in Jack likes play to
5. cold, water the is



1. Jan has a starfish.
2. Peg and Bill like to swim.
3. The sun is shining.
4. Jack likes to play in the sand.
5. The water is cold.



## I Can Write Sentences

Directions: Draw a picture of yourself in the box marked Me. Then write three sentences about yourself on the lines.

Me

picture varies

1. sentences vary



## Word Order Can Change Meaning

If you change the order of the words in a sentence, you can change the meaning of the sentence.

Directions: Read the sentences. Draw a purple circle around the sentence that describes the picture.

Example:

- The fox jumped over the dogs.  
The dogs jumped over the fox.



1. The cat watched the bird.  
The bird watched the cat.



2. The girl looked at the boy.  
The boy looked at the girl.



3. The turtle ran past the rabbit.  
The rabbit ran past the turtle.



## Review

Directions: Put the words in the right order to make a sentence. The sentences will tell a story.

1. a gerbil, has Ann
2. is the Mike, named gerbil
3. likes eat, Mike to
4. play, to Mike likes
5. happy a is gerbil, Mike



1. Ann has a gerbil.
2. The gerbil is named Mike.
3. Mike likes to eat.
4. Mike likes to play.
5. Mike is a happy gerbil.



Page 223 Words and pictures will vary.

Page 224 Mom: mirror, map Dad: pajamas, pen Pat:  
bank, book Bill: ball, doll

Page 225 Possible words: lap, lip, dig, rib, cap, fan,  
fin, map

Page 226 Words will vary.

Page 227 Results will vary.

Page 228 Game of checkers will vary, but students  
should know all the words.

Page 229 Answers will vary.

Page 230 Words with same meanings: little-small, silly-  
funny, below-under Words with opposite  
meanings: happy-sad, on-off, more-less,  
nice-mean, up-down; winner will vary

Points \_\_\_\_\_ Score \_\_\_\_\_

### Beginning Consonants

Directions: Look at the objects on the blocks. Say each picture name. On the line, write the letter or letters that stand for the sound you hear at the beginning of the picture name.

When you clean your desk, what might you do with the box that you have outgrown?

231

Points \_\_\_\_\_ Score \_\_\_\_\_

### Beginning Consonants

Directions: Say the name of each animal in the pet store. On the line, write the letter that stands for the sound you hear at the beginning of the picture name.

Which of these animals would you like to have as a pet?  
Or not tell you, name your pet?  
Write all you can of the pet store's help you take care of it?

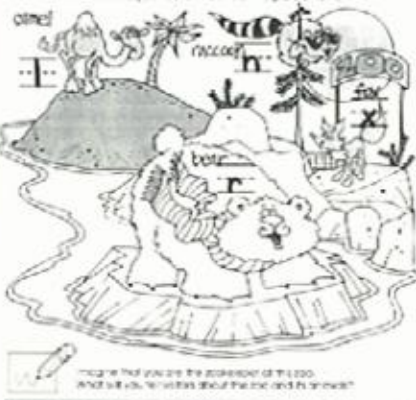
232





### Ending Consonants

Directions: Say the name of each animal at the top. On the line, write the letter that stands for the sound you hear at the end of the picture name.



Imagine that you are the speaker of this zoo. What will you tell visitors about the end of the word?

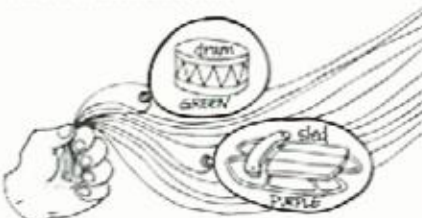
233



### Short Vowels



Directions: Say each picture name on top. Listen to the short vowel sound. Fill in the letter that stands for the vowel sound in the box. Use your fingers to make the letter the right color.



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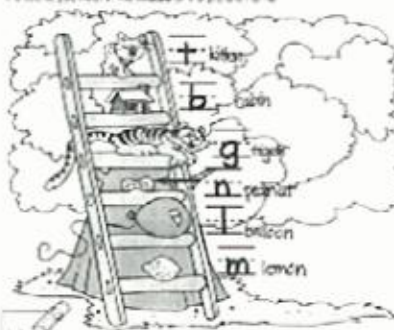
236



### Middle Consonants

The letter d stands for the sound you hear in the middle of the word ladder.

Directions: Say each picture name. On the line, write the letter that stands for the sound you hear in the middle of the picture name.



Does the ladder's top step stand against the tree?

234



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237



### Beginning, Middle, and Ending Consonants

Directions: Say each picture name. In the spaces below the picture, write the letter that stands for the sound you hear at the beginning, middle, and end of the picture name. The first one shows you what to do.



235



### Short Vowels

Directions: Say the name of each picture. Circle the picture name. Write the name. The first one shows you what to do.



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238

PRICES \_\_\_\_\_ NAME \_\_\_\_\_

### A Plan for Reading

**Directions:** Read the sentence.

Can Dad get the big box off the bus?

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, look at the word that will complete each sentence.

- The first letter in each word is b.
- The second letter in each word is o.
- The third letter in each word is x.

Read the words you choose. The letter pattern in the underlined words is called **consonant-vowel-consonant**. The CVC pattern stands with the CVC pattern. Study these words and their sounds. Knowing about the CVC pattern gives you a plan for finding out new words.

**A Plan for Reading**

When you come to a new word with the CVC letter pattern, by the short vowel sound, then read the sentence again to be sure the word makes sense.

Write more about the big box. What isn't it? Why? Or what will Dad do next?

239

PRICES \_\_\_\_\_ NAME \_\_\_\_\_

### Exploring Rhyming Words

A Ferris wheel is full of fun. You feel like you can touch the sun!

**Directions:** Write the fun and sun the colored rhyming words because they have the same ending sounds. Cut out the wheels. Put the letter wheels on top of the big Ferris wheel. Push a stick or a toothpick through the center. Turn the letter wheels. How many rhyming words can you make? List the words you make on a separate sheet of paper.

**Directions:** Write a lot of rhyming words for words that rhyme about something you think is fun to do.

242

PRICES \_\_\_\_\_ NAME \_\_\_\_\_

### Review Consonants and Short Vowels

**Directions:** Write the picture name on the line.

ten	cup	bus
pot	mop	pig
six	jet	fan

240

PRICES \_\_\_\_\_ NAME \_\_\_\_\_

### Rhyming Words

**Directions:** Read each rhyme. Write the answer on the line. Then write two words that rhyme with the answer. The first one rhymes you should do.

We carry groceries in it. It holds books or our lunch, too. What is it?

bag rag tag

It likes to dig in the mud. It has a curly tail. What is it?

pig big wig

It is the number of our fingers. It is the number of our toes too. What is it?

ten men pen

Bunnies can do this. So can kangaroos and dogs. What is it?

hop mop top

Write a sentence about one of the rhyming words. Ask a friend to solve it.

243

PRICES \_\_\_\_\_ NAME \_\_\_\_\_

### Review Consonants and Short Vowels

**Directions:** Read each sentence. Draw a picture of what the sentence tells about.

creases will vary

Peg has six nuts in a box.

creases will vary

Ten bugs sat on a big log.

**Directions:** Now write a sentence that tells about the picture below.

creases will vary - possible answers:

The pup tips the cup.

241

PRICES \_\_\_\_\_ NAME \_\_\_\_\_

### Long Vowels

**Directions:** Say each picture name on pages 23 and 24. Listen to the long vowel sound. Find the letter that stands for the long vowel sound on a clock. Use your hands to make the letter the right color.

point RED

tree GREEN

cube GREEN

slide BROWN

cube BROWN

cube YELLOW

244

Picture \_\_\_\_\_ Name \_\_\_\_\_

245

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel u

The cug mug pulls a cart to the village.

Directions: Jump to the sound you hear in the words and make. Read the words at the bottom of the page. Cut them out if the word has the long u sound. Paste it on the cart. Then draw a picture for each word.

248

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel a

Help Jay Jay dance the jig to the jig.

Directions: Jump to the sound you hear in the words and make. Read the words at the bottom of the page. Cut them out if the word has the long a sound. Paste it on the jig. Then draw a picture for each word.

246

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel o

Joe used a coat a box, and a cat for the nap.

Directions: Jump to the sound you hear in the words and make. Read the words at the bottom of the page. Cut them out if the word has the long o sound. Paste it on the nap. Then draw a picture for each word.

toe	soap	goat	rope
mow	hoe	bone	row

249

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel i

I dig this gift best. And that's no lie.

Directions: Jump to the sound you hear in the words and make. Read the words at the bottom of the page. Cut them out if the word has the long i sound. Paste it on the gift. Then draw a picture for each word.

247

Picture \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel o

Imagine that you and me are in the snow. What do you see in the snow?

250



Practice \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowel e

Take a spot in the jeep.

Directions: Long e is the sound you hear in the words **wet** and **jeep**. Take a ride in the jeep to see an animal that is the symbol of the United States. Follow the path that has long e words to find out which animal it is.

about other animals would be a good hint to our country? Tell me your time is.

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Practice \_\_\_\_\_ Name \_\_\_\_\_

### Long Vowels

Directions: Read the words in the box. Use the words to find the name of each picture. Write the name on the line.

rain soap seal mail toad meat

soap	mail	toad
rain	meat	seal

Directions: Find the word in the box that describes each sentence. Write the word on the line.

seal toad paid gold wait

1. Jack **paid** for a ticket.

2. There are gold to **wait** for a train.

3. Jack they will **load** the train.

4. All the gold for the **seal**.

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Practice \_\_\_\_\_ Name \_\_\_\_\_

### Exploring Short and Long Vowels

cap + e = cape

Directions: Adding e to the end of the short vowel word **cap** changes it to the long vowel word **cape**. Cut out the tube and the water. Cut on the dotted lines to make a cap. Dip the water through the air in the top. Next, cut out the tube. Paste the tube in the tube, but don't paste the cap down.

When the cap is on the tube, read the short vowel word. Then read the cap. Add to show the e. Read the long vowel word.

cap

can hop kit tap cub

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Practice \_\_\_\_\_ Name \_\_\_\_\_

### A Plan for Reading

Directions: Read the sentence.

We tied our boat next to a pole.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, look at the word that will complete the sentence.

1. The first letter in each word is a **consonant**.

2. The second letter in each word is a **vowel**.

3. The third letter in each word is a **consonant**.

4. The fourth letter in each word is a **vowel**.

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-vowel** or the **CVCVC** pattern. In words with the CVCVC pattern, the first vowel is usually long and the second vowel is short. Knowing about the CVCVC pattern gives you a plan for figuring out new words.

**A Plan for Reading**

When you come to a word with the CVCVC letter pattern, try the long sound of the first vowel. Then read the sentence again to be sure the word makes sense.

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Practice \_\_\_\_\_ Name \_\_\_\_\_

### A Plan for Reading

Directions: Read the sentence.

In June, **June** rode his bike to the lake.

Look at the letters in each underlined word. The letters in each word follow the same pattern. To find the letter pattern, look at the word that will complete the sentence.

1. The first letter in each word is a **consonant**.

2. The second letter in each word is a **vowel**.

3. The third letter in each word is a **consonant**.

4. The fourth letter in each word is a **vowel**.

Read the words you circled. The letter pattern in the underlined words is called **consonant-vowel-consonant-vowel** or the **CVCVC** pattern. In words with the CVCVC pattern, the first vowel is usually long and the second vowel is short. Knowing about the CVCVC pattern gives you a plan for figuring out new words.

**A Plan for Reading**

When you come to a word with the CVCVC letter pattern, try the long sound of the first vowel. Then read the sentence again to be sure the word makes sense.

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Practice \_\_\_\_\_ Name \_\_\_\_\_

### Review Long Vowels

Directions: Find the word in the box that will complete each sentence. Write the word on the line.

pull sheep new bone pie play

1. The fox was **tune** to his supply.

2. Did the **bone** want to get her own dog?

3. The **pie** was not a good one to eat.

4. Many **play** made the children laugh and cry.

5. Did the **sheep** come home to the lake?

6. Jack and Jill went up a hill to get a **pull** of water.

7. The **new** game was **nine** down.

Did you notice that the sentences above are about nature? Write the word in the box that will complete each sentence. Write the name of the animal you remember.

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# Review Short and Long Vowels



Can a bug wiggle its nose? No!

Directions: Read each sentence. Circle the answer.

1. Did a fox wear a hat? ☐ yes ☐ no
2. Can a male steer a pot? ☐ yes ☐ no
3. Did a dog dig in the mud? ☐ yes ☐ no
4. Can a cat help mice hop? ☐ yes ☐ no
5. Will a bee buzz in its nest? ☐ yes ☐ no
6. Will a catus lay a baby? ☐ yes ☐ no
7. Can a goat eat a bag of oats? ☐ yes ☐ no
8. Will a bee buzz in its nest? ☐ yes ☐ no



Write a comic about a funny animal in the box below.

257



# Hard and Soft c

Get ready to race through the city! Who will win the fancy shirt? Who will win the race?

The wheel can stand for two different sounds.

You hear the **hard** sound of c at the beginning of cake.

You hear the **soft** sound of c in race, city, and fancy.

Directions: Find out what comes next by coloring the parts with the words with the hard c sound or the soft c sound.

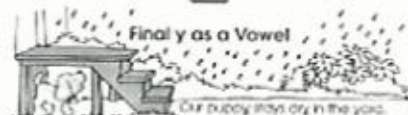


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260



# Final y as a Vowel



Our puppy stays dry in the yard.

You know that y is a consonant. When y is at the beginning of a word, it stands for the sound of the beginning of yad.

Do you know that y can be a vowel too?

Sometimes y can stand for the **long e** sound at the end of bubble. In this sound, when y is the only vowel of a word with more than one vowel or y.

Sometimes y can stand for the **long i** sound at the end of dry. In this sound, when y is the only vowel of a word with more than one vowel or y.

Directions: Say each picture name. Circle the word that names the picture. If y stands for the long e sound in bubble, color the picture brown. If y stands for the long i sound in dry, color the picture orange.

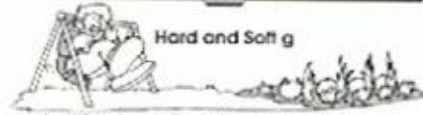


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258



# Hard and Soft g



Look! There's a gentle giant on my gate by the garden.

The letter g has stood for two different sounds.

You hear the **hard** sound of g at the beginning of garden.

You hear the **soft** sound of g at the beginning of gentle, giant, and gate. When g is followed by e, i, or y, it's the soft sound.

Directions: Use what you know about the sounds of the letter g to read more about the giant. Color a picture to go with each sentence.



Then the story about the giant, the goose, and the magic egg.

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261



# Final y as a Vowel

Directions: Find the word in the box that completes each sentence. Write it on the line.

funny my try sunny ninety sky

1. Today's **sunny** and hot for fun.
2. There isn't cloud in the **sky**.
3. I feel like **ninety** degrees in the shade.
4. I had **try** to feed the bear.
5. I had to **my** wagon and a horse.
6. I was **funny** but I was.



What's the better day to go, a convenient one? How do you feel the most when you were outdoors?

259

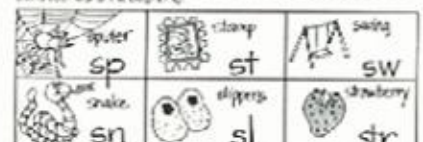


# S Blends

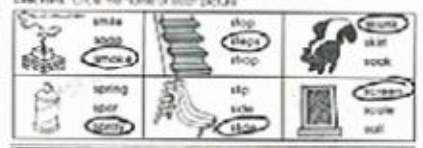
The sounds you hear at the beginning of these words are consonant blends.



Directions: Say the name of each picture. Write the letters that stand for the sound you hear at the beginning.



Directions: Circle the name of each picture.



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262

Picture \_\_\_\_\_ Name \_\_\_\_\_

### S Blends

Directions: Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.

snow sport sweater skates sled squirrel

What is your favorite season of the year? Why? Have a chance to find out the favorite season of others you know. Ask or listen. Do the most people choose as their favorite?

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### R Blends

Directions: Read each word. Listen for the blend at the beginning of each word.

tree dress bread crown frog grapes price

Directions: Look at the letters on the boards. Find the pictures below that begin with the sound that the letters stand for. Place them where they belong.

dr br gr pr cr fr tr

truck drum brush crayons fruit gnu pretzels

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### L Blends

Directions:

- clock: If you hear the sound that the clock has and he color the picture red.
- blue: If you hear the sound that the blue ball has color the picture blue.
- blimp: If you hear the sound that the blimp has color the picture orange.
- globe: If you hear the sound that the globe has color the picture black.
- plum: If you hear the sound that the plum has color the picture green.

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### R Blends

Directions: Use each word in the box to complete the puzzle.

brick drain crab train prize

Across:

- You might win it.
- It runs on a track.
- It lives by the sea.

Down:

- It is a hole in a sink.
- You might build with it.

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### L Blends

Directions: Use the words in the box to complete the sentences about the picture above.

blue clap foot glue please flag

Please help us get ready for the parade.

Our first job is to build a float out of wire.

Next we will glue paper to the sides.

And make the flag blue or purple do.

And we will wave the United States flag.

Everyone will clap as we go by.

Let some people wave the United States flag. Why do you think people feel proud when they see our flag?

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Picture \_\_\_\_\_ Name \_\_\_\_\_

### Exploring Consonant Blends

Directions: Cut out the train and the wheels. Cut on the dotted lines to make a train. Slide the wheels through the slots on the train. Take the wheels and read each word.

ain

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### Review Consonant Blends



Directions: Read each sentence. Circle the word that contains each consonant blend. Write the word on the line.

1. I like to dream about what I want to be. **dream**
2. I caught a fish when I went to stop. **stop**
3. I could teach a child to read and spell. **spell**
4. I would be happy to go to a store. **store**
5. Maybe I will be a big movie star. **star**
6. That person was making me smile. **smile**

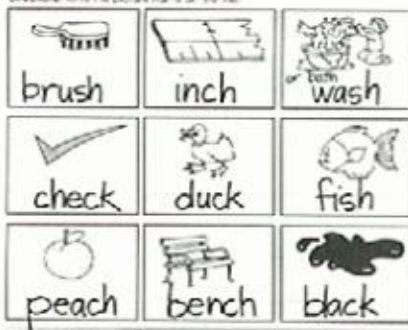
What do you dream you might do someday?



### Final Consonant Digraphs



Directions: Write the picture name on the line.



### Beginning Consonant Digraphs

Let's visit the chicks and sheep of the petting farm.



The letters you see at the beginning of the words chicks and sheep are called consonant digraphs. The two consonants go together to stand for one sound.

Directions: Cut out the pictures at the bottom. Say each picture name. If the picture name begins with the same sound as chicks, paste it near the chicks. If the picture name begins with the same sound as sheep, paste it near the sheep.



### A Plan for Reading



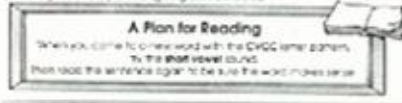
Directions: Read the sentence.

What did I find? We found the cat and dog.

Look at the letters in each underlined word. The letters in each word form the same pattern. To find the letter pattern, circle the word that will complete each sentence.

1. The first letter in each word is c.  
**cat**
2. The second letter in each word is a.  
**and**
3. The first letter in each word is d.  
**dog**
4. The fourth letter in each word is g.  
**dog**

Look at the words you circled. The letter pattern in the underlined words is called a consonant-vowel-consonant or CVC pattern. Words with the CVC pattern always have a single vowel sound. Knowing about the CVC pattern gives you a plan for figuring out new words.

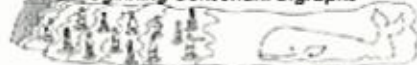


### A Plan for Reading

When you come to a new word with the CVC letter pattern, look at the first letter sound. Then read the sentence again to be sure the word makes sense.



### Beginning Consonant Digraphs



Thirteen fishermen saw the huge whale.

13  
thirteen

whale

Directions: Say each picture name. If you hear the first sound in thirteen, write 13 on the line. Write what you hear the first sound in whale.



What would you do if you saw a whale in the ocean? What would you do if you saw a whale in the ocean?



### Review Consonant Digraphs

Directions: Read the words in the box. Then look at the picture. Use the words in the box to label the picture. The first one shows you what to do.



Write a story about the picture.





# Review Your Plans for Reading



Directions: Write the underlined words under the correct letter pattern. Start at one arrow and write to the next.

Jon began to read. It will take him a long time to read this good book. He had to be able to read all the words by himself. He can't read to see what happens next.

"You can't read it," his dad reminded him. "There are many words to figure out new words on your own. One way is to look for letter patterns."

cvc	cvcc	cvce	cvvc
Tom	will	take	mean
can	long	time	read
Jet	next	like	wait



What do you think of this?  
Phonics can help me be a better reader and writer.



# Use Your Plans for Reading

Directions: Write the words on the books above the correct letter pattern on the bookmark. Cut out the bookmark. Fold the bookmark on the dotted line and trace the sides. As you read, use the bookmark to help you remember the four plans for figuring out new words.





# Sounds and Letters



fan



rake



train



hay



ball



car



chair



dog



bed



bean



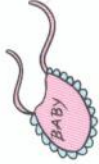
fish



goat



horse



bib



kite



jet



kitten



lion



mouse



nest



ring



top

# Sounds and Letters



coat



bone



moon



book



window



pig



quilt



rose



sun



shoe



tent



thin



cup



tube



vase



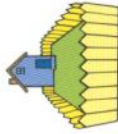
watch



wheel



ax



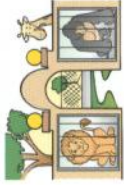
yard



fly



pony



zoo

